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ABSTRACT

This report describes how a one-year program prepared 30 people to be professional teachers of Adult Basic Education, with emphasis on Teaching English as a Second Language. The program utilized a team structure in modular modifications of existing course structure, including modules of field experiences, directed teaching, paid experience in adult school teaching, and other innovative methods and experiences in a competency-based teacher education program. The report is an endorsement of the premise that professionalization of teaching is essential to the improvement of adult education, generally, and of Adult Basic Education, specifically. The report's conclusions agree that the USC-ABE program provides a framework for professional preparation of adult school teachers and that the project met its obligation to be a national model by being exemplary and replicable, subject to adaptation. (Author/DB)

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INSTITUTE FOR TRAINING ADULT BASIC EDUCATION TEACHERS

(formerly: Training Fellowship for Adult Basic Education Teachers).

UNIVERSITY OF SOUTHERN CALIFORNIA

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ABSTRACT

The report of the UNIVERSITY OF SOUTHERN CALIFORNIA's national model Institute for Training Adult Basic Education Teachers describes how the one-year program prepared thirty persons to be professional teachers of Adult Basic Education with emphasis on Teaching English as a Second Language. The program utilized a team structure in modular modifications of existing course structure, including modules of field experiences, directed teaching, paid experience in adult school teaching, and other innovative methods and experiences in a competency-based teacher education program.

The report was written by the people who took part in the project. It is candid in recording problems as well as achievements. Objective and subjective narratives and evaluations are presented and inferences and conclusions drawn by the various writers which are sometimes in disagreement but more often in agreement. Two editorial preoccupations predominate: meeting the criterion of replicability, and presenting the program with consistency and clarity while preserving each author's individuality of style and interpretation.

In sum, the report is a clear endorsement of the premise that professionalization of teaching is essential to the improvement of adult education, generally, and of Adult Basic Education, specifically. The report's several conclusions agree, moreover, that the USC-ABE program broke ground by providing a framework for professional preparation of adult school teachers and that the project met its obligation squarely to be a national model by being exemplary and replicable subject to adaptation.

INTRODUCTION

This book tells the story of a federally funded project in teacher education as told by those who took part in it. Each chapter or chapter section was written by one or two persons, each of whom is credited accordingly. Together, the writers constituted a master's seminar for which, among other required activities, they researched and wrote the chapters of this report.

The authors were, respectively, Program Participants: Miss Elizabeth Daugherty, Mr. Richard Davison, Mrs. Angela Kay, Mrs. Grace King, Mrs. Andrea Reyna, Mrs. Juanita Robbins, and Miss Bernice Silver; and Team Leaders: Mrs. Dolores Diaz Carrey, Mrs. Greta Kojima, Mr. Edward Murphy, Mr. and Mrs. John and A. Delorise Savage, and Mrs. Jacqueline Williams.

The project described here was the UNIVERSITY OF SOUTHERN CALIFORNIA's Institute for Training Adult Basic Education Teachers, funded by the United States Department of Health, Education and Welfare, Office of Education, Bureau of Adult, Vocational, and Technical Education, Division of Adult and Vocational Programs, under the Adult Education Act of 1966, Section 309(c), Title III, P.L. 91-230, Grant No. OEG-0-70-3408, Project No. 14105.

Each individual who had some role in the realization of the program--participant, staff member, school district representative, cooperating principal, training teacher, state department official, or OE evaluator--directly via one or more questionnaires, interviews, or correspondence, or indirectly via remembered comments, actions, or anecdotes, is represented herein. The report gives a picture of the project as the participants

and staff assessed it, both objectively and subjectively.

We do not offer the statements which follow or the results of the surveys recorded in the chapter on Evaluation as proof that the values or shortcomings ascribed to the project were actually there. We have drawn inferences and conclusions from our experiences and research in an attempt to arrive at a general estimate of the project's effectiveness and replicability. Therefore, we urge the reader and the would-be replicator to look upon our judgments and recommendations from their particular vantage points and to draw their own inferences and conclusions.

My responsibility in this undertaking has been twofold. As instructor of the master's seminar mentioned above and as program administrator, I determined the form of the report and acted as its general editor. Perhaps the most difficult aspect of the editorship was the task of creating a format for the report which was cohesive, consistent in its thrust toward the criterion of replicability, and allowing each chapter to retain the style, tone, and meanings of its author or authors, especially in those instances where my own opinion was antithetical to the writers'. The sometimes tantalizing and often exasperating disagreements over essentially the same experiences, which are interspersed among the predominating agreements, lend credence to the conclusion that each contributor's individuality has been protected and projected in the text. The degree to which the report may be flawed in that and other ways is an editorial responsibility.

We have been indebted to many persons in the conduct of the project, only some of whom are named below. Sincere thanks go to Dean Irving R. Melbo of the School of Education; to Associate Dean Edward C. Kelly and

his staff; to Professors Donald E. Wilson and the professional and clerical staff of the Department of Teacher Education; to Professors Leslie E. Wilbur, Wendell E. Cannon, Robert Brackenbury, Edward C. Finegan, and Mary Lee; to Mrs. Patricia Heffernan-Cabrera and the TESOL staff; to Mrs. Betty Malonee, Dr. James Rudolph, and Dr. Eleanor Blumenberg; to Messrs. Abram Friedman, Robert Rumin, Roy Steeves, William G. Doyle, Samuel Warren, Robert Redfud, Harlan Polsky; and to the cooperating adult school principals and training teachers of the Los Angeles, Compton, Burbank, and Whittier adult and secondary schools.

Especial thanks and acknowledgement are due to our program secretary, Mrs. Bertie Wood, whose seemingly boundless energy and genuine and unflagging good humor and enthusiasm were extended to all tasks, performed with consistent excellence, and to all persons with whom she came into contact. As a final assignment, Mrs. Wood typed and prepared the manuscript of this report for printing.

Leon Levitt, Associate
Director, USC-ABE Program

ACADEMIC FOUNDATIONS AND COURSE STRUCTURE

John A. and A. Delorise Savage

The present chapter deals with the professional and academic content of the program. The first section outlines the content plan in depth. The second deals with coursework implementation. Two graphic representations of the program organization interrelate course-work with field experiences and with the teaching strategies which these modes of learning exemplify. The third section deals with problems which arose between the conceptualization and implementation phases of the institute and offers possible solutions as they apply to replication efforts. A summary of recommendations concludes the chapter.

COURSE DESCRIPTIONS AND MODULE BREAKDOWNS

Summer Session

EdTE 455a: Methods and Directed Teaching: English as a Second Language (5).

Methods and directed teaching seminar. Student teaching concurrent with classroom and team discussion, critique, and evaluation of technique, methods, and problems of teaching English as a second language.

Module 1: Directed Teaching of Adults.

Each participant spends a minimum of sixty hours teaching in the adult school classroom to gain experience and meet state credential requirements. This teaching is done with the help of, and under the supervision of, a regular training teacher and the team leader. This experience is the basis for seminar discussions in Module #2. Observations may also be incorporated into the classroom instruction module.

Module 2: Peer and Instructor Critiques.

A seminar forum is used so that training teachers, team leaders, and participants can work as teams to critique teaching methods and discuss classroom experiences. Critiques are given of the training teacher by participants and team leaders, critiques of participants by team leaders, training teachers, and other participants. Great care is taken in this module to insure objectivity; video taping is used in aiding evaluation of teaching.

Module 3: Classroom Instruction at the University (Information Input).

This information input is designed to help the participant to function in the adult classroom by means of mastering the concepts, practical application, and educational implications of such recent developments as behavioral objectives and accountability for teachers, Bloom's Taxonomy, (specifically the cognitive and affective domains), and Guilford's "Structure of Intellect," as they apply to teaching language. These developments serve as a base for curriculum-building activities, including their implications for lesson planning and the teaching of reading to adults. Regarding subject matter, fundamentals of linguistics are related so that participants gain understanding and knowledge of phonetics, morphology, and syntax for use in teaching ESL. This serves as the foundation for the two linguistics courses offered in the fall and spring semesters.

Module 4: Observation.

The participant observes in the community school or ABE center where he does directed teaching. Observation is of regular credentialed teachers and of other participants doing directed teaching.

HE 540: Principles of Adult Education (2).

An introduction to a new approach which views adult education as an independent profession with a unique philosophy of education in theory and practice. Emphasis is on practical matters concerning the functioning of the adult education program, as well as the theories which guide such matters.

Module 1: Team Projects.

As a team, participants investigate and prepare a report of an ongoing adult education program in the Los Angeles area. Programs which might be studied include Skill Centers, Regional Occupational Training Centers, Service Centers, Vocational Centers, and local school districts' regular adult school programs. These reports are distributed to all participants, so that the scope of adult education in an urban center can be fully understood.

Module 2: Adult Education Principles and Philosophy.

Class discussion forms the basis of this module. Seminar format centers around views, knowledge, and understandings gained through lectures, assigned readings, related experiences in directed teaching in the adult schools (EdTE 455a), field work and visitations made in connection with other modules of HE 540, as well as experiences in SP 508. Discussions concentrate on the unique nature, principles, and philosophy of adult education; care is taken to emphasize the great differences between the education of adults (andragogy) and the education of children (pedagogy).

Module 3: Adult School Operation.

Study of the mechanics and procedures involved with the functional

operation of an adult learning center. Participants visit and observe the offices which are crucial to the successful adult school. These include one day each in the principal's and counseling offices. Visits are made to classrooms concerned with elementary subjects (ABE), ESL, and other subjects. But the majority of this time is spent in practical arts classrooms, with the participant directed to consider the interrelatedness of his subject matter and that of the vocational class.

This field work emphasizes inquiring for learning, and is carried out in conjunction with the participant's directed teaching.

Module 4: Development of Adult School Curriculum.

The participants project a complete adult curriculum, including the subject matter to be taught, materials to aid teaching, evaluation techniques, scales, and measures. This curriculum is critiqued by the participant's fellow team members, the activity a group experience led by the team leader.

Module 5: Counseling (The Adult Learner).

While doing their directed teaching for EdTE 455a, participants use all opportunities to counsel adult students. In addition, formal counseling experiences occur in the form of private conferences. Areas covered in these conferences include economic, social, work, and school problems, the student's aspirations and goals, and his intended means to these goals. The student's progress in the curriculum is discussed and evaluated. Counseling experience is not confined to the duration of this course; rather, it is extended through the full year of the program, as part of the continuing teaching experience.

Module 6: Prison Visitation.

In team groups, participants visit correctional institutions in

the Los Angeles area. Visits are made to Chino State Prison and the California Rehabilitation Center at Norco in this program. Participants make comparison studies between adult school students and institutionalized individuals, as well as examinations of the prison's educational program.

EdSP 508: Sociology of Education (3).

During this year it has been useful to schedule the Sociology of Education during the spring semester. The participants had experience in the communities where they teach and gained insight into their social structure before this course. Based on this insight, the participants develop a community-based Advisory Committee as a module of SP 508 during the spring of 1971. Because an Advisory Committee should have been established as the training begins, there is no need to delay the sociology of education course until the spring semester. It should thus be offered early in the program to provide needed insights into the community where the participant is teaching.

Course Description.

The study of the society and school as interrelated phenomena in developing concepts of adequacy, individual, and intergroup competence. Emphasis is on the school's dependence upon the community for values, beliefs, and behavioral patterns. Consideration is given to the impact of the adult's participation in basic education upon his family and the effect of acquired skills and knowledge upon the adult student's fitness for employment. Many of the goals for this course are achieved by means of experience in the community.

This course is designed to give participants important insights into the role of the school both as an idea and as an institution in poverty communities and to increase the participants' awareness of the influence of teacher attitudes and behavior upon culturally and educationally disadvantaged adults and their families.

The course is concerned with identifying and understanding the interrelatedness of social problems and the culture of poverty. It is based upon the belief that the effectiveness of teachers in poverty schools is dependent upon their awareness of community and societal conditions within which the schools exist. The modules 1) examine the human conditions of poverty and the ways in which poverty is both a cause and an effect in disadvantaged communities; 2) explore ways to enlarge the concept of the school in the lives of disadvantaged adults and their families; 3) examine the relationship of the school to the total community and the involvement of that community in the school.

Module 1: Community Survey.

Through this module, participants gain understanding of the general community by means of direct exploration of and participation in the life-style of the (urban) society. Areas of study are the economic, political, and social values of the community, and the attitude of the people within the city. The latter inform participants of paths to avoid when dealing with adults in the teacher-learner situation.

Analysis of the community is achieved by means of field work and experience. During the initial summer program, the participants are totally immersed in the various local areas where they are doing directed teaching. The nature of this immersion is total commitment to learning

about the community by means of buying consumer goods as the resident does, such as by attending swap-meets in East Los Angeles; and by using recreational facilities in the area. Public facilities sampling include picnicking in parks, using playgrounds, and visiting libraries; private facilities such as bowling alleys and taverns are frequented. This module of field work is implemented so that interaction with all levels and factions of the community may be effected. Time is spent in religious and educational facilities of the community. In addition, as possible, participants should visit member-families of the community for weekends and longer.

The information input component of this module involves lectures, reading assignments, and discussions based upon the course description stated above.

Module 2: Relevance of the School to the Community.

This module is aimed at applying knowledge and understandings acquired through the field work module to working with adult students. Participants are thus led to raise questions about the relevancy and need-fulfilling qualities of the methods and materials in actual use in ABE situations. The following questions may be among those raised:

1. Does the course content of Adult Basic Education come out of the adult student's experience, and will it enhance him as he is? Will the subject matter attack and attempt to overthrow beliefs and attitudes which are a part of him?

2. What is the effect of the student's participation in Adult Basic Education upon his family? Does the school enhance his family and family life? What can be done in the school to achieve this enhancement?

3. Is the adult student more highly qualified for career employment as a result of his experiences in the adult school? What can be done in the school to prepare him for career improvement?

Module 3: Cultural Differences Between the Participant and the Community.

This module helps each participant to engage in self-evaluation in terms of fitness to teach in the adult school. By examining personal values, beliefs, and teaching attitudes, and comparing these with what has been learned about the community, the participant is able accurately to appraise what degree of success he may be able to achieve in teaching adults. As a part of this self-analysis, the participant may raise questions similar to the following:

1. What parallels exist between my beliefs and attitudes and those of the community adult? Are any differences reconcilable?

2. What changes must my beliefs undergo in order for me to be an effective teacher in the adult school?

3. What personal methods of teaching can I apply for use in the adult school? Are these methods (based on personal educational philosophy) consistent with what I have learned in the two modules above?

Fall Semester

During the fall semester, participants work as teachers of English as a Second Language in adult education facilities. The schedule is arranged so that University classes meet in the early afternoon, since employment opportunities fall in the morning and evening hours.

Training consists of courses which are most relevant to the adult teaching experience and needs of the participants. The course in instructional technology (IT 478) aids in preparation of materials developed from ideas generated in the course in TESOL methods (SE 537). Educational psychology is offered to aid understanding of the learner, and linguistics serves to enrich the language study foundation provided

during the summer.

Materials and programs developed at the University are used in the regular adult school employment, under guidance and supervision of school district supervisory personnel and team leaders. Audio-tape and video-tape facilities (portable and/or located in University Learning Centers) are used in analyzing and critiquing methods, materials, and learner responses.

EdTE 402: The Learner (3).

The study of growth and development, psychology of learning, mental hygiene, and personality development. Theories of learning are examined in their special relationship to the experiences, needs, desires, and learning process of the adult student. Emphasis is placed upon practical application of these principles.

Module 1: Experience.

The instructor establishes forum groups of participants. These groups are given several tasks, as follows:

1. To describe specific observations made in work with adults. These observations should note stimuli to learning, learning patterns and evaluation techniques.

2. To make generalizations from these specific observations.

3. To discuss the implications of these observations for the teacher of adults.

4. To submit a group report. The report should cover such areas as follows:

   a. A list of effective stimuli for adult learners.

   b. A list of effective motivational techniques for use with adults.

c. A list of suggestions leading to valid and reliable evaluation of adults in the school.

d. A list of generalizations of the characteristics of adult learners, including values, beliefs, goals, problems, fears, hopes, and desires.

5. To construct tests for teachers of adults which demonstrate an understanding of the adult learner.

Module 2: Learning Theory (Information Input).

Lecture, discussion, assigned and recommended readings in aspects of educational psychology: the teaching-learning process, integrated theory of learning, educational objectives, and growth and development. These areas are considered as they are relevant to understanding the adult learner.

Module 3: Functional Literacy and Learning Disabilities.

A module in reading and learning disabilities is offered. This module is of particular importance, since many ABE students are dyslexic, a condition which has not been remedied in elementary and secondary schools which they may have attended as youngsters.

Module 4: Gerontology: The Aging Process.

In the USC program, staff of the Gerontology Center presents a module on gerontology covering the following topics: The Psychology of Aging, The Sociology of Aging, The Physiology of Aging, and Crises in Aging. In addition, participants visit a home for the aged during the Christmas season; the time of year should lend itself to appropriate behavior.

EdIT 478: Classroom Use of Instructional Media (2).

Laboratory experience and preparation of instructional materials

for use in adult basic education, emphasizing reinforcing standard patterns of spoken and written English. There is always to be coordination between courses offered in this program; special emphasis is placed on the instructional technology course as an outgrowth of the methods and linguistics courses and directed and paid teaching experience.

Module 1: Learning to Use Media (Information Input).

The instructor lectures and demonstrates as necessary and relevant regarding the uses, implications, preparation, evaluation, and application of media in the classroom.

Module 2: Research in Programmed Materials.

Students visit teaching machines and the computer center, and explore other applications of programmed learning. Participants research leads to a thorough evaluation of existing materials and application of programmed learning.

Module 3: Developing Software.

Students assemble four projects which use instructional media; these projects may involve unit plans, lesson plans, and teacher aids. The projects are prepared for use with slide projector, overhead projector, video or audio tape, the printed page, or other media of the students' choice. Emphasis is on the production and use of software which is appropriate to each individual's employment situation and is suggested by the content of other courses. This module, as well as Module 2, uses programmed learning and its principles as they apply to education of adults.

Module 4: Demonstration of Instructional Media.

Each participant gives two demonstration lessons which make use of the software developed in Module 3 above.

Module 5: Preparation of Audio Tape.

Students prepare audio tapes for use in the adult classroom. These tapes deal with non-standard English and aid the teacher in teaching English as a Second Language, English as a Second Dialect, and enforcing standard patterns of English. These tapes are on an adult level and relate to the sociological framework of the student.

EdSE 537: Methods of Teaching English as a Second Language (3).

This course provides methods and materials in the teaching of ESL and explores use of TESOL principles in teaching English as a second dialect. Units are included on the structure of language and its relationship to human behavior and the function of the teacher as a bridge between two dialects of English as well as between those who speak little or no English and the new, English-speaking culture in which they find themselves.

Module 1: ESL and ESD (Information Input).

Lecture, discussion, assigned and recommended readings in means and techniques of effective teaching of English to speakers of other languages and dialects. Workshops and forums use the participants as resources to a marked degree. In this manner, participants share unit lesson plans, reading lists, and successful teaching techniques. Materials to aid the teaching of English to speakers of Spanish and other foreign languages and Negro non-standard English are compiled. The relationship between language and behavior are stressed so that the teacher trainees understand the rationale behind teaching ESL, and are

able to relay this concept to their students.

Module 2: Preparation and Implementation of Community-Based Curriculum and Materials.

Participants prepare lessons, units, and materials for use in teaching the adult speaker of a language other than standard American English. These materials are based on the needs and characteristics of the community where the materials are used and become part of the participants' stock in trade in their adult school employment. As these materials are used and observed by the team leaders, they are evaluated, digested, and distributed to other participants. Videotaping plays a large part in the evaluation of materials. Instructional media are prepared in the instructional technology course and tied in with this module of the methods course.

Module 3: Community Survey.

Participants rely upon the information gleaned from the community survey module carried out as part of Sociology of Education during the summer session. The information serves as a base for development of the curriculum described in Module 2 above.

Module 4: Reading (Information Input).

Problems and methods of teaching reading appear in TE 402, TE 455a, and TE 453b, as well as in this course. This is in recognition of the importance of reading instruction, while integrating consideration of reading problems into a variety of course contents. This module presents a survey of research related to reading and reading improvement in adults. Emphasis is on theory, providing knowledge and skills of diagnosis. Application of theory is facilited through team planning

of the work experience in the adult school.

Linguistics 500: General Linguistics (4).

Using the linguistic input from EdTE 455a during the summer session as a basis, Linguistics 500 moves into study of comparative linguistics to broaden understanding of standard and non-standard English and their interrelationships. Emphasis is placed on the structure of Negro Non-standard (NNS) and the oral structure of both standard and non-standard American English.

Module 1: Linguistic Principles (Information Input).

Lecture, discussion, assigned and recommended readings in linguistic principles; expansion of basic understandings of morphology, phonology, and syntax gained through Module 3 of TE 455a. Comparative linguistics is stressed, with parallels drawn between standard and non-standard English.

Module 2: Linguistics Workshop.

This module is directed at answering the question: "What is 'Standard American English'?" Participants are guided in solving linguistic problems, making original linguistic analyses, comparing standard and non-standard English language structure, and devising specific applications of this linguistic information to the classroom.

Module 3: Field Experience in the Oral Structure of English.

The team structure is used so that participants acquire original audio-tapes of both standard and non-standard dialects of English, analyze these tapes, and draw parallels between various speech patterns

as related to the input and problem solving approaches of Modules 1 and 2.

Spring Semester

During the spring semester, participants complete requirements for the Secondary Teaching Credential while continuing their employment in adult schools.

EdTE 403: Learning and Evaluation (2).

The study of major processes of learning; improvement of learning conditions; teacher's role in the choice of subject matter and in counseling and guidance; evaluating instruction. Emphasis is on practical applications of these studies to adult basic education, including knowledge of standardized and teacher-made tests and educational statistics.

Module 1: Information Input.

Lecture, discussion, assigned and recommended readings.

Module 2: The Case Conference.

Each participant selects one student, either from a regular adult class or from a secondary directed teaching class, for study in some detail. Information is gathered for the purpose of presenting a case study in a simulated situation within teams, with team-members role-playing as school psychologists, school nurses, and administrative personnel, as well as interested teachers. These case conferences provide ideas and methods of coping better with the problem which brought the student to the presenter's attention and awareness of the kinds of information available, the limitations of cumulative record information,

the importance of anecdotal information, health and other records, and the nature of the case conference process. This instructional strategy has been propounded by the late Hilda Taba (1967) as a key method in the training of teachers; our experience is corroborative. State law and professional ethics are scrupulously observed with respect to the confidentiality of student records.

EdTE 453b: Methods and Directed Teaching in the Secondary School.

Under direction, team leaders conduct the methods seminars with the program participants whom they supervise in the field. Participants teach in secondary continuation schools, in secondary ESL classes, or in other secondary remedial situations as appropriate, for the number of hours required by the University and state law. It should be noted that inner city schools offer excellent opportunities for English as a second dialect instruction.

Lessons, units, and materials developed in SE 537 Module 2 are used, critiqued, and redesigned. Observation and seminars are related to directed teaching of the young adults in secondary schools and to teaching adults in basic education classes. Reading instruction is also a module in this course, with emphasis on methods and materials for teaching reading.

Linguistics 525: Applied Linguistics (4).

Skills and knowledge acquired in connection with TE 455a and Linguistics 500 serve as a foundation for leading participants to practical use of these principles. Emphasis is on teaching standard

American English as a second language or dialect using the principles of linguistics to develop techniques, materials, and methods.

Module 1: Information Input.

Lecture, discussion, assigned and recommended readings designed to fulfill course objectives as generally described above. Methods, materials, and techniques are suggested. Participants carry on independent research projects involving culturally-based linguistic differences, a community language study, or contrastive analysis of a language other than standard American English.

Module 2: Materials Preparation.

Based on expertise gained in SE 537 and IT 478, students apply suggestions and implications of Module 1 above. Emphasis is on developing lessons and materials which apply principles of linguistics to teaching ESL and ESD.

Module 3: Experience and Application.

The materials developed in Module 2 are used in the participants' adult education employment. Careful evaluation is made by the participants and team leaders; videotaping is a major part of this evaluation.

Module 4: Seminar in Applied Linguistics.

Participants meet by teams for discussion of experiences which develop from Modules 1, 2, and 3. Shared experiences lead to shared teaching techniques and materials.

* * * * *

The courses served as a bridge between the participants' lay lives and their soon-to-emerge professional roles. (All courses offered were graduate level--400 and 500 level.)

Module Organization

"Competency-based"teacher education is an important new concept; as its implementation becomes more prevalent, it is likely that modular experiences will move to the forefront of higher education and replace courses and units of study as we now know them.

In modular scheduling, coursework is planned in modules of experience, field work, and information input. A module is a body of study or experience to be accomplished. Each component course is planned modularly. Participants are able to work individually and in teams, at speeds which best suit them, and feel little pressure from time. As they complete the requirements of one module, they are able to move on to the next. One advantage of the strategy is that it allows each individual to gain knowledge which will have personal meaning. Modules need not necessarily be taken in a fixed sequence; rather, students are free to achieve as time, interest, and opportunity allow; they may therefore be working on several modules at the same time. The use of modules in a program for training adult school teachers makes the time framework functional by allowing participants to teach in adult schools and matriculate at the university without the usual problems of time budgeting within the University schedule.

In modularly planned coursework as in traditional teacher education, training should be aimed at developing strategies for the participants to use in their teaching. Professors in teacher education should gear their instructional methods toward demonstrating teaching strategies. Through being instructed by and in the use of certain

strategies, participants should gain an appreciation of their applicability in the classroom and develop teaching techniques around the strategies.

Teaching Strategies

Teaching strategies are best described as teacher functions, attitudes, or modes of behavior. Implied in the present approach is emphasis on the development of the learner, who is led to knowledge, attitudes, and performance by the teacher, who channels learning by use of the strategies. The seven basic strategies utilized in the present program (first developed by USC-Teacher Corps) are as follows:

1. Facilitating human relations: The teacher fosters positive human relations by serving as a catalyst--an involved catalyst--in situations which lend themselves toward demonstrating appreciation and consideration for divergent backgrounds and beliefs of groups of students.
2. Mediating learning: The learner's knowledge is increased by the teacher's function as a sounding board and a resource person who can lead the learner in the direction which is most beneficial to meeting his goals and needs.
3. Diagnosing and prescribing: The learner's performance is judged by qualified personnel, who then suggest means of improving this teaching performance.
4. Inquiring for learning: The learner is exposed to experiences and ideas which will encourage him to investigate further and arrive at knowledge and understandings which are most meaningful to him.
5. Building a curriculum: The learner is led to competency in devising coursework which is appropriate for his particular situation.
6. Researching for learning: The learner is given experience in investigation which is subject-matter and student oriented, as a step

toward developing cognitive and affective qualities which will serve him as a teacher.

7. Utilizing human resources: The learner is given opportunity and encouragement to rely upon people who are not ordinarily involved in being instrumental in developing and promoting the educational program.

Modular Structure

Modular structuring presents revolutionary implications for teacher training. Our experience qualifies us to make certain recommendations regarding module organization:

1. Modules should be clearly experience-oriented. So-called "information input modules" should serve as background information to which teacher trainees can relate their experiences.

   a. Because of traditional teaching experience, college instructors may be prone to attempt to interpret "module" as "unit of study." This can be fatal to Competency Based Teacher Education. Each new module must offer new experiences, performances, and competencies, rather than merely new subjects of discussion. Thus, at the heart of competency-based teacher education based on modular structure is a student-centered rather than an instructor-centered orientation.

   b. Lectures, whether by the instructor of record or by a guest, are not appropriate substitutes for modules of experience, although good lectures are valuable as part of "information input" modules.

2. Instructors and team leaders should work together closely.

   a. In all likelihood, team leaders will prove to be closest to the participants; thus, they may be expected to understand the

students' needs and problems. Together, team leaders and instructors should constantly evaluate the direction which modules are taking, suggest (and be prepared to write) new modules, and assist in re-writing entire course curricula.

b. Instructors should develop course goals and relate the body of knowledge conveyed in information input and group and individual study to modular experiences. The burden for implementation of experience modules, however, should fall on the team leaders.

c. Pre- and post-tests can be devised by the instructors or by the team leaders under direction of and in consultation with the instructors, who have ultimate responsibility for course content, conduct and results. Team leaders can then administer, evaluate, and report results to the instructors. Such procedures should aid in determining the direction to be taken by subsequent experiences. Frequent, regular meetings should occur between each instructor and the team leaders; we suggest they be weekly.

Would-be replicators are cautioned that the concepts of cooperation, coordination, and consultation proved to be prominent sources of frustration, since they are more easily verbalized than adhered to (see below: Problems of Implementation).

The Articulation Chart

This chart provides examples of intersections between teaching strategies and courses offered through the institute. Each intersection is a module. In this way, each teaching strategy can be related to each body of knowledge. The completed boxes indicate only some possible modules; by intersecting courses and strategies, the replicator can develop new modules which suit an individual situation.

TABLE 1

THE ARTICULATION CHART

TABLE I

TEACHING STRATEGY MODULE HIGHLIGHTS: Cycle I

SEQUENCE	TEACHING STRATEGIES: Team Concept and Structure	1. Facilitating Human Relations	2. Mediating Learning	3. Diagnosing and Prescribing	4. Inquiring for Learning	5. Building a Curriculum	6. Researching for Learning	7. Utilizing Human Resources	Part-time Employment as ABE Teachers	
Summer, 1970										
TE 455a (5)		Directed Teaching; Conferences	Video Taping; Methods Seminar	Peer and Instructor Critiques; Supervisors' Evaluations	Discussion Groups	Lesson Planning	Professional Reading*	Observation; Professional Organizations*		
HE 540 (2)		Team Projects	Adult Ed. Principles and Philosophy		Visits to Adult Education Facilities	Development of Adult School Curricula	Adult Learner	Prison Information		
SE 536 (3)		Team Projects	Approaches to Reading	Evaluation of Team Projects	Visits to Reading Laboratory	Development of Reading Curriculum	Functional Illiteracy	Videotape Presentation; Community Actors		•
		Adult Credential								
Fall, 1970										
TE 405 (5)			Integrated Theory of Learning	Case Studies and Conferences	Visitation Program	Teacher-Made Tests	Tests and Measurements	Gerontology Module; WIS Information		
SE 537 (3)			Workshops and Forums	Videotaping Evaluations	Prator's Checklist	Development of Community Based Curriculum	Community Survey	Peer Teaching		
IT 478 (2)			Learning To Use Various IT Media	Programmed Materials	Evaluating Materials	Developing Software		Peer Demonstration		
Ling 500 (4)			Linguistic Principles	Linguistic Approach to Language		Phonology, Morphology, Syntax	Paper on Linguistic Problem	Sharing of Research with Class		
		EMPLOYING PRINCIPALS' EVALUATIONS								
Spring, 1971										
SP 508 (3)		Field Work			Community Survey	Community Relevance	Cultural Differences	Community Advisory Board		
Ling 525 (4)		Culturally Based Linguistic Differences	Linguistic Principles		Community Language Study	English as a Second Dialect	Research Projects			
TE 453b (4)		Directed Teaching; Conferences	Video Taping; Methods Seminar	Peer and Instructor Critiques; Training Teacher Evaluation	Discussion Groups	Lesson Plan Books	Professional Reading*	Observation; Student Evaluations		
		EMPLOYING PRINCIPALS' EVALUATIONS								
		Goals								

Regular employment in adult schools in area; mornings or evenings

* Continue throughout

Standard Secondary Credential
Continued adult school employment
Future master teachers in adult education
Increasing professionalism of adult education

The Three Faces of the USC-ABE Program

Borrowing from the model devised by J. P. Guilford in his "structure-of-intellect" construct, we have seated a cube on the foundation of the team concept and projected the three faces of the USC program onto three of its facets. The "Strategies" face of the cube has been discussed in some detail; the "Performance" face represents student activities which can be used when pursuing a modular goal within a particular strategy. The "Knowledge" side of the cube represents bodies of knowledge which should be pursued in the modular framework. If intersections within the cube can be interpreted as experiences, a united program of learning can be pictured, and related between strategies, knowledge, and performance. While the strategy face here is complete, the knowledge and performance faces represent only sample factors.

It is hoped that these charts will serve as an aid in interpreting the structure of the USC program, as well as a device for helping to adapt its organization to the special needs which exist in other institutions and other parts of the country.

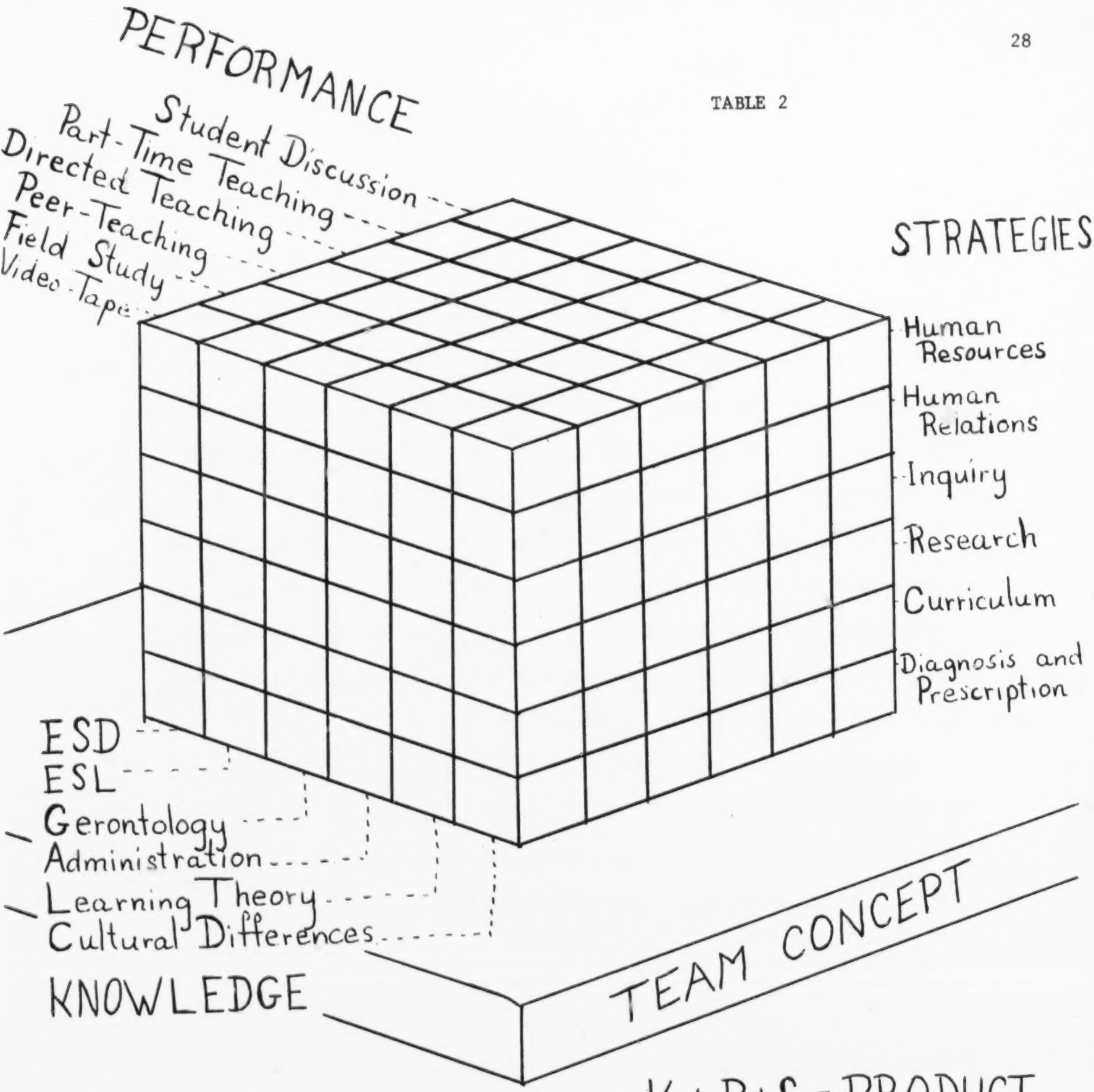
II

Problems of Implementation

Major problem areas which may be expected to occur in replications of the academic content are as follows: 1) inertia regarding changing approaches to teacher education; 2) difficulties in coordination; 3) logistics; and 4) the organization and implementation of coursework.

Of these problems, the first is the source from which the other

TABLE 2



The Three Faces of the USC-ABE Program

problems arise. The point has been made that the transition to competency-based teacher education requires conversion from traditional educational approaches to something like modular structuring: a difficult--albeit necessary--step.

Strong (if, perhaps, unintended) resistance to changing patterns of course structure was manifest in our experience. Although the USC institute was conceived as a series of self-directed learning experiences relating to individual needs through modular scheduling, some instructors found it difficult to relinquish the traditions of regularly scheduled classes, lecture-centered instruction, conventional exams, reading lists, and attendance requirements. Modules of experience often evolved into standard teaching units, interrupted for occasional field trips and guest speakers. Professors' expertise offered an opportunity to the institute, but resisted individual tailoring which would have been desirable, this despite professors' willingness to accept the concept of innovation on an intellectual level and their keen insights into the program's intent. It is expected that many educational institutions would encounter this problem, which must be dealt with as the situation and human relations dictate.

Replication of the USC design, whose intent is ultimately to produce a superior product; viz., a teacher prepared for teaching by concrete experiences instead of abstract information, should attempt to implement our innovative concepts. Evidence is accruing that students are increasingly intolerant of traditional instructional modes within the classroom situation. The institution would be ill-advised to attempt replication if unprepared to involve instructional staff in implementing change.

Logistics problems complicated two phases of the program: staff interaction and participant deployment. First was the unavoidable infrequency of regular meetings. Such meetings are desirable and can solve many of the problems discussed in this chapter. The meetings proposed here would be excellent forums for developing curricula as well as for organizing the actual implementation of modules and building relationships between the specialized body of knowledge and the modular experiences. Staffing assignments of professors should be predicated on the understanding of this type of instructor-involvement and commitment.

Second in the scope of logistics is a problem typical of intensive teacher training programs: participants were often overburdened. The combination of academic studies, field, and work experiences, mainly because of the adult school teaching positions, placed a heavy demand upon their time. However, employment as part-time adult school teachers is essential. Its importance is twofold: it offers income and, more importantly, experience which should be coordinated with the course work throughout the program's duration and serve as the basis for the nucleus of the competency-based design.

Despite the necessity of this teaching experience, there are several options responsive to individual differences for those who cannot successfully cope with an intensive schedule. The first solution is the option of omitting a course that may not be necessary to an individual's most urgent needs. Perhaps the most desirable course to be deleted voluntarily--from the points of view of time and relevance to Adult Basic

Education--is the Directed Teaching in Secondary Schools. Other courses could be postponed at the discretion of the participant so long as, in the judgment of program administrator and team leader, its temporary omission will not seriously damage performance. A second alternative is to allow "challenge" of a university course by means of an equivalency exam. Strict construction of competency-based education conflicts with such an overall exam, as no single exam can be representative of all the competencies which can be gleaned from any given course. In a competency-based program, however, individuals can, by passing a pre-test, demonstrate their lack of need for a particular module, and thereby save the time and effort which would go into taking the actual module. This latter is probably the most satisfactory method of saving participants' time. Of course, if one does not excel in a pre-test, he should be required to perform as a module indicates; if he fails a post-test, he should be recycled through another (or, conceivably, the same) set of experiences to build a particular competency.

If a participant elects not to take a particular course, more complex problems of logistics can arise. These problems occur within the team, and are the problems of keeping team members with different backgrounds oriented toward the same goals. Problems arise if team activities center around a course in which a team member is not enrolled. If not handled carefully, this can lead to team fragmentation. In addition, those skipping a course which has an essential module may be required to take the module. For example, the Gerontology module was a part of a course which several participants were not enrolled in because they

had met the requirement previously. These participants were required to attend the gerontology lectures. (Such lectures were unquestionably valuable, but the mandatory attendance irked some who received no special credit for attendance. By the same token, others, who were more dedicated and energetic, undertook activities which were not required of them. The point to be remembered is that trainees involved in such an intensive program will become increasingly jealous of their time and be reluctant to become involved with "extra" experiences. This pique can be dulled, if not avoided, by stressing at the outset and from time to time the high degree of commitment expected from participants, as well as the intensive nature of the training program. This preparation should be given as a part of the orientation process.)

Two changes in course structure are here suggested, intended to provide more time for participants to pursue their work. Both revisions are heartily recommended. The first change is the division of the course, "Learning, Evaluation and Development," into two courses providing credit equal to that offered by the single semester course: The Learner, to be offered in the fall semester, and Learning and Evaluation, in the spring semester. This change would allow a longer time to cover the course content which was provided in one semester in the USC program. In addition, the change would provide the participants with a longer time span to develop the complex awarenesses which are intrinsic to the study of content.

The second proposed change involves dropping the separate course in reading and incorporating its content elsewhere. Our experience

has shown that an extended course in reading inevitably includes much that is theoretical and extraneous to our participants' interest. The rest can be included naturally elsewhere. By reducing the program's total unit count through deletion of the separate course, it would be possible to include modules on reading at appropriate times in other courses, such as in the methods seminars which accompany directed teaching. Further, the study of reading problems can be included in the module on learning disabilities in the course, The Learner. This integration of reading into other offerings provides increased effectiveness and relevance.

The ultimate solution to the problems of time and course organization as they affect logistics is full-scale, true competency-based education. With such a program, individuals would be able to schedule their own time to a significant degree. Exceptions would be activities within the team and activities involving full classes or all program participants. With modular scheduling, there would be little need for a fixed and unrelenting schedule of class meetings. Neither would courses need to meet throughout an entire semester. Instructors could adopt flexible schedules by assigning tasks to be achieved in teams or individually. Instructors could then be available for help and consultation regarding assigned projects. This flexible scheduling, which derives from a modular design, would enable much individual work to be accomplished in the minimum amount of time, provide maximum learning, and largely solve the problems of time as they have been discussed here.

It is the especial opinion of the writers of the present chapter

that the sequence and development of linguistic skills and knowledge should begin early in the institute, with the morphological, phonetical and syntactical basics of linguistic study introduced during the summer session as part of the seminar which meets in conjunction with directed teaching in adult schools. This information input sequence should be concerned with fundamentals applicable early in the ESL teaching experience. Effective presentation of linguistic fundamentals during the summer will obviate the necessity of re-teaching by the linguistics professors, who then will be free to handle more complex linguistics content during the fall and concentrate on Applied Linguistics during the spring.

Further, the summer program must provide orientation to education as a skill and a profession. Many of the participants were from fields unrelated to teaching, and constructs such as behavioral objectives, unit plans, lesson plans, and average daily attendance (ADA) were completely alien to them. Thus, in addition to the immediate necessity of preparation for teaching ESL (TESOL principles and techniques plus fundamentals of linguistics), there is a need to orient participants to teaching as a profession. This includes many of those duties which veteran teachers take for granted that are necessary to the effective and efficient functioning of a teacher. Much of this content can be gleaned from the principles of adult education course, but it must also be part of the seminar curriculum. As supervisors of directed teaching, methods seminar conductors, and implementers of the experience modules, team leaders should play a major instructional role here.

One of the bonuses of an intensive one-year institute in teacher

training is that a group of trainees is taking a block of courses together. With proper coordination, participants need not be troubled by chronic repetitiveness of course content. At the same time, related courses can be so closely correlated that the line of definition between separate courses becomes a shadow. This allows much interrelation between courses. For example, the course in instructional media, if provided concurrently with methods of TESOL, can serve as the laboratory in which methods are developed and applied. Methods and materials so developed can then be used in the participants' adult school classes, providing a highly integrated program of competency-based teacher training. But, as this advantage is a bonus, it can easily be overlooked.

Finally, it will be noted that the course in sociology offered during the spring session is proposed to be shifted to the initial summer session. By providing the sociology during the first session, the institute orients the participant to the relationship between the school and society as he is first going into the community. This sequence helps in the interpretation of early teaching experiences, and provides insights based upon empirical foundations rather than upon hasty generalizations guided by instinct and emotion.

Recommendations Summarized.

1. The goals of an institute similar to the USC-ABE program can best be met by means of competency-based educational structure. Modular learning experiences in pursuit of teaching strategies may be most valuable.

a. Modules should be clearly experience-oriented, self-directed, and self-paced, under professional supervision.

b. The traditional structure of coursework must undergo many changes. Such changes include new roles for professors, new scheduling plans, and new modes of instruction.

2. A close working relationship must exist between the program staff and the instructors who are to handle classes.

a. In order to develop competency-based structure, instructors should rely upon team leaders for assistance in content development and in implementing experience modules within the framework of course goals.

b. Instructors should seek feedback from participants to evaluate course directions and experiences.

c. An important means to accomplishing the program's purposes is through regular (weekly) staff meetings, including course instructors.

3. Consideration must be made of participants' limited time.

a. Participants must be warned early of the demands which the intensive training program makes upon their time.

b. Provisions must be made which will allow deletion of unnecessary courses for individuals, with clear understanding on the part of those concerned of the consequences and implications of such a decision.

4. All possible advantage should be taken to inter-relate all courses and to integrate them with the total institute goals and design.

THE TEAM: STRUCTURE AND FUNCTION

by Mrs. Grace M. King

and Mrs. Jacquelyn L. Williams

INTRODUCTION.

The team concept in theory and the team structure in practice have both strengths and weaknesses. To substantiate this statement the investigator must go beyond teacher education to an examination of the team concept as it is utilized in other areas of our society, notably in business and social services.

In large corporations, the size of an account and the diverse problems involved in servicing that account may warrant a team comprised of individuals with various skills. Their specialties may include technical skills, marketing abilities, or administrative expertise. Each team member functions according to his special abilities. Less experienced members are expected to learn from other team members while offering the benefit of their specialization. The team leader coordinates the team's activities and serves as liaison between the team (representing the corporation) and the customer or client.

In the field of social services, the volume of case loads often demands the team approach. A team in the probation department, for example, may have a nucleus of one probation officer and one trained community worker who are responsible for services for more than 200 clients. While the probation officer handles technical matters such as finances, the community worker may arrange for basic assistance, such

as transportation or employment referrals. Other team members: police officer, social worker, psychologist, etc., are acquainted with a particular client's situation and agree upon the service to be rendered or the referral to be made. It is considered practical and efficient for individuals from different segments of society to cooperate in assessing a client's problems and arriving at a satisfactory solution.

The function and structure of these types of teams seem to have significant implications for other programs designed to operate on the team concept.

RELATED LITERATURE

The concept of "team" as used in the ABE Program is found to correlate with the concept of "group" in the available literature. Substitution of the word "team" for the word "group" in the following excerpt can be performed without loss of meaning.

> During the last few years the term "group dynamics" has been appearing more and more frequently in discussion among adult educators, group workers and other professional groups. From the discussions one gains not only a variety of meanings for the term but also many different feelings toward it. These range from the feeling that group dynamics is the answer to all problems of method in educational practice to the feeling that the term is simply a new label for what has been known and done for a long time. (National Training Laboratories, 1966)

If "team" replaces "group" in the term "group dynamics," established contextually are the forces in the team which determine the behavior of the team and of its members. For instance, motivations of team members correlate with those described in the group.

To understand the team, we must pose certain questions derived from

the study of group dynamics: What are the real reasons for using a team? What directions do the members wish the team to take? What are the relationships among the members of the team or group: do they accept one another wholeheartedly or are there underlying animosities? What are the status problems in the team?

Some points relevant to the present discussion have been made by Cartwright and Lippitt (published by NTL-NEA, 1961). On the positive side, they found that groups satisfy deep-seated needs of individuals for affiliation, affection, recognition and self-esteem. Groups also provide a means through cooperative interaction by which people can accomplish things unattainable through individual enterprise.

One universal of group dynamics on the negative side is pressure toward blind loyalty, conformity, and "group think." Cartwright and Lippitt state that individuals should not be blind conformers to group norms nor be carbon copies of every other member. But team membership and team participation necessarily tend to cost the individual his individuality. This is true in part because, if an individual is to gain support from team members, he must hold some values and beliefs in common with the team; total deviation undermines team support and acceptance. On the other hand, an individual may be a member of several groups and may tend to deviate in one group and to conform in another. The dynamic operating here is that one can continue as a deviant member of a team because he is convinced that his participation on the team is only temporary and his fate on it not binding. Thus, a group can have as its criterion of conformity--a necessary trait for a

working team or group--the value of everyone being as different as possible!

Team approaches in education are numerous. One variety is team teaching. Silberman (1970) considers team teaching a limited device. He characterizes team teaching in the elementary school in the following manner:

> Instead of each teacher being assigned to a single self-contained class of twenty-five or thirty youngsters for the entire year, teaching them every subject, the teachers in that grade operate as a team under the direction of a team leader. The youngsters are divided into smaller groups as the teachers see fit.

The team format described by Silberman is of the task-force type used in Teacher Corps (see bibliography), in medical diagnosis or surgery, in research, in architecture, and in numerous other endeavors. Each member in such teams tends to be a specialist in a particular field; the combination creates a stronger working force with more resource people available for one problem. Daniel P. Moynihan (1969) stressed the need of group planning and functioning in the War on Poverty and listed the "Task Force Team Approach" as the fourth stage of the Community Action Program.

Flentge (1967) described how a team approach to counseling was achieved by involving the entire professional staff of a high school, including teachers used as counselors and other staff members as specialist consultants.

USC's Teacher Corps has published three papers in which their team concept is discussed (1969 a, b, c). The Task-Team of Teacher Corps has a slightly different function from the team in the ABE Program;

however, its basic principals are the same. The team in both programs is a working unit of a larger group of participants. The team leader in both cases is a credentialed teacher acting as a liaison between team participants and administration. The ideal team leader, according to the Teacher Corps concept, should have all of the virtues of a father-confessor, the scientific approach of a trained psychiatrist, and the experience of a state superintendent of public instruction. Needless to say, all of these qualities rarely combine in a single person; therefore, full cooperation of the team members is all the more essential. To achieve a smooth working and functioning team--"to train people to work together who normally have passive and random contact rather than active and planned contact"--is the object of the Team Concept as seen by Teacher Corps.

THE TEAM AS PROJECTED

From its earliest conceptualization, the USC-ABE program was based upon the team structure as a potentially "valuable and powerful" component. To evaluate the results of the decision to incorporate the team concept into the program, it seems advisable to review the functions of the teams as they were projected at the program's inception and to compare them to how they actually functioned throughout the year. Reasons for divergence will be discussed as they relate to efforts for replication. Finally, recommendations will be made for the effective use of teams in teacher education projects.

Team Function

Teams were conceived in the proposal as creative agents of change,

capable of "leaving a permanent and beneficial impact on the student, school and community." Teams were expected to be used for "counseling, conferencing, and critiquing" the team members. Further, it was expected that team members would meet regularly to plan and execute class assignments and field work as well as to share knowledge and experiences. An additional anticipated function of the team was to serve as an outlet for the release of tensions and frustrations which inevitably accompany an intensive program. Moreover, the nature and size of the ABE group suggested that, for disseminating information and for airing grievances or ideas, small groups or teams would be more suitable than the total group simultaneously or individually. It was understood, too, that the smooth working of a team ultimately would be the responsibility of the team leader.

The Team Leader

As in Teacher Corps, a seasoned teacher education program, it was considered vital that the team leaders be experienced teachers. Moreover, it was believed that team leaders should be capable of working effectively with teacher trainees as well as with university professors, school district administrators, supervising teachers, and community residents. Adding still other dimensions, the proposal asserted that team leaders should:

1. understand the present status of adult education and be sincerely interested in effecting changes in the field;
2. be aware of the needs of adult learners in order to assess the degree to which program participants are being readied to meet those needs;

3. bridge the gap between theory and practice for teammates by presenting the reality of education of the disadvantaged;
4. serve as resource persons for innovative teaching strategies and as instructors when needed;
5. maintain harmoniously productive teams by encouraging creativity and experimentation, providing opportunities for intra-team sharing of ideas and original projects, stimulating questions about established concepts, creating an atmosphere for honesty and openness in meetings, and utilizing leadership potential within the teams.

The specific responsibilities of the team leader as they were initially conceived are best explained within the framework of each semester. During the summer the team leader was expected to serve as University coordinator for his teammates during the directed teaching experience and was to facilitate critique sessions related to their teaching. In this capacity, the team leader was to assume the responsibility of meeting with the supervising teacher to discuss the student teacher's progress and finally to participate in the evaluation of the directed teaching performance. With regard to classwork and field experiences, it was recommended that the team leader attend University classes with the participants whenever the team was to perform a task in conjunction with the class. Additionally, the team leader was to organize and participate in evening activities within the community.

It was projected that in the fall the participants would be employed in Adult Basic Education classes. The team leader was expected to serve

in the capacity of "troubleshooter," visiting and observing teammates on a limited basis, yet being available when needed. As in the summer, the team leader would attend University classes with the participants.

In the spring semester, the team leader would accompany his teammates in field experiences as well as assist University instructors in classes while leading seminars accompanying directed teaching in secondary schools. Again, the team leader would observe and participate in evaluation of directed teaching while serving as liaison between the University administration and the training school personnel.

Certain duties of the team leader were designed to be continued throughout the program. Included were meeting with the University staff to plan the program cooperatively, and meeting weekly with teams to evaluate, propose changes, and plan future program activities.

THE TEAM AS IMPLEMENTED

Team Structure

There were six teams. Five teams had six members; one had five members; each team had one team leader. The original selection of team members was handled by the program administrator in consultation with the team leaders.

Participants were grouped in the original teams for a variety of reasons. In order to create balanced teams, participants with previous teaching experience were distributed throughout the teams to work with those who were inexperienced. Men and women were grouped together in an effort not to isolate one sex in any one group. The hours of teaching and whether teaching night or day were factors in grouping the participants. The area in which the participants lived was considered for team structure.

Individual personalities were also taken into consideration. (This last factor became a much stronger factor in the midterm restructure.)

During the year the original team composition changed mainly due to exchanges of members from one team to another for a variety of logistical reasons. Participants were shifted to break up non-functioning cliques. A personality clash between two team members and between a member and a team leader were considered bases for exchange. When participants dropped out of the program, teams were balanced by moving members.

All of the above methods were tried on an experimental basis; none seemed to be crucial to the program's functioning.

Team Function

Team structure is strategy designed to help groups function in ways that will aid the achievement of desirable goals (group and individual) and contribute to personal, social, and professional growth of the team members.

The team in the ABE Program had various functions which facilitated the program. One function was to build participant confidence. Team meetings were held to allow the members to exchange ideas. Constructive team criticism or group evaluation helped each participant to formulate a positive philosophy and encouraged him to be innovative. Team meetings stressed the worthwhile goals of adult education. Channels of information were kept open in the team meetings. Instructional material was handed out and discussed. Some teams met regularly in an effort to create more cohesiveness among the members. Others met only for special occasions.

Information from the program administrators and professors was

disseminated in team meetings. Changes in the program of instruction were discussed. Team leaders also took initiative in providing relevant information and materials.

Much of the teams' work was related to the academic subjects. In the class in reading, each team prepared and presented to the class an original lesson plan created to interest students in reading. In the course on principles of adult education, the class divided into teams and discussed various adult education issues. Later, each participant wrote and presented a case study for the course in learning, evaluation, and development; and each team evaluated the studies by assuming roles in a simulated professional case conference of nurse, teacher, counselor, and caseworker. They then made recommendations. Still later, teams paired off in the seminars connected with directed teaching; ideas and work experiences were shared, participants giving demonstrations of teaching methods they had used in ESL classes and the group discussing and questioning the methods. Team leaders led discussions on other relevant subjects. In some of the teams, individual teaching problems were discussed and evaluated by the team.

Some field trips were undertaken on a team basis. If a certain type of educational institution was not large enough to accommodate the entire class, a team leader made arrangements for one team to visit. Directions for class field trips were covered in some team meetings. In the spring semester, each team took a field trip to enrich the sociology of education class. Some of these trips were taken as class projects and others as team projects. Some finals and related tests were administered

and taken by the teams as group projects. The directed teaching in both the summer and spring semesters was conducted under the supervision of team leaders. In some cases, field supervision of team members was exchanged among team leaders for geographical reasons.

The teams of five or six individuals working together ideally allowed for individuality, individual responsibility, and self-determination. The dilemma of pressure toward conformity experienced by group members was a frustrating factor. In some teams this was handled by allowing the individual to deviate from the norm of the group and placing value on his difference.

According to Cartwright and Lippitt, groups have the same reality as individuals; we agree, for the teams manifested individual characteristics of learning, having goals, being frustrated, developing, regressing, beginning and ending.

EVALUATION.

In order to evaluate the team concept in the Adult Basic Education Program, a questionnaire was submitted to participants and team leaders. In addition to rating the value of specific team experiences, participants were asked to respond to three questions. (See chapter on Evaluation for tables of actual statistics.)

The first question was, "How would you evaluate the use of teams in the ABE program? Cite advantages and disadvantages."

Responses varied. Many of the participants perceived the team as a common meeting unit where people could relate to each other, often in a social atmosphere. The value of associating with a small group of people and sharing ideas was cited as an advantage. Frequent meetings formed a

bond of cohesiveness and communication between some team members. In addition, the team was credited with organizing activities and facilitating field experiences while enabling team leaders to know their small groups very well. This aided the team leader in evaluating teammates. The team provided a convenient meeting place for discussing and clarifying assignments, and for some it provided opportunities for discussing classroom problems related to the directed teaching experience. Others found the team meeting to be an ideal setting for receiving a progress report from their team leaders. Referring to his team meetings as "sensitivity sessions," still another participant suggested that they could become a valuable vehicle for experimentation and creativity if the team structure and function were clearly understood by all team members.

The predominant disadvantage discussed was the lack of inter-team involvement; the consensus was that the practice of team segregation proved limiting and resulted in "less than good" cooperation among teams. Another disadvantage cited was the fact that the roles of teams and team leaders were not clearly defined. Being involved with people whose other commitments prevented them from devoting ample time to team activities became a source of frustration to team members. A frequently mentioned disadvantage was the opinion that heterogeneous grouping of experienced and inexperienced teachers on the same team is not advisable. Labeling the team concept as an "unwelcome intrusion for very independent students," one participant observed that team leaders are unnecessary for graduate students. A final expression questioned the necessity of six teams since, it was believed, the entire group was small enough for direct communication with the always accessible administrator.

In the second question, participants were asked to describe the roles which team leaders played throughout the program. Responses included these roles: friend, consoler, guide, organizer, tutor, intermediary between administration and participants, inspiration, confessor, informant and supervisor. One individual observed that different team leaders performed different functions according to their own personal skills and experiences. Some demonstrated expertise in academic areas, others in personality development, and still others in methods of teaching ESL.

Based on the preceding observations and expressions, 77% of the group concluded that the team was a valuable component in the program and should be incorporated in future programs of this type; 13% disagreed with this recommendation; 3% suggested that team involvement be voluntary; and 7% gave no response to the third question.

Despite the largely favorable retrospective evaluation revealed by the questionnaire, personal recollections of the program lead us to observe that many problems existed which are not reflected on the questionnaire. These were the result in the main of late information on funding so that there was inadequate preparation for the group experience, early onset of intensive training needed for adult teaching employment, and lack of opportunity fully to inform all involved of the many ramifications and complexities of the program.

It is reasonable to expect that thorough orientation would have prepared the participants at the outset for the extensive use of teams and the amount of time and personal adaptability which teamwork demands. The participants might then have been able to assess their own potential for working within a close team structure and could have arranged their

personal commitments to meet program demands without as much frustration or inconvenience as seems to have occurred. Careful preparatory discussion might have revealed that certain team activities were not feasible because of the time element. Evening activities in the communities is a case in point. Since many participants were involved with evening directed teaching assignments, little time remained for community work outside the classrooms. Time also appears to have been the factor preventing proposed regular meetings of some teams. Regular meetings were not considered possible or necessary by some teams because of the limited time remaining after field activities, class meetings and assignments, student teaching and paid teaching assignments.

Personnel proved to be the most crucial factor influencing the smooth, effective functioning of teams. Although the ideal situation was projected--participants working closely in teams to accomplish various tasks--some individuals found this "enforced camaraderie" to be frustrating and unproductive. We found that certain personalities do not function effectively in teams for extended periods. As participants could not be consulted initially regarding their team preferences for reasons enumerated earlier regarding conditions surrounding the beginning of the program, conflicting personalities sometimes created an atmosphere resistant to experimentation, critiquing, or counseling. While team leaders were capable of effectively fulfilling some of their projected responsibilities and many more spontaneous ones which emerged, their lack of experience in team leadership roles operated to the detriment of some in establishing smooth team relationships. Participants observed that

some team leaders failed to recognize and utilize leadership potential within their teams or to stimulate ideas from the team members rather than mandating tasks. For more effective leadership, it has been recommended that team leaders have prior training in group dynamics.

RECOMMENDATIONS,

Herbert A. Thelen (1964) has said that "To maintain contact with things as they are requires adaptability, change and flexibility of operation. It requires the continuous exercise of choice among alternative behaviors." For this reason, highly educated and individually effective people get nowhere in a group when they have not been prepared by pre- and in-group training to consider individual characteristics; time limits; limits on freedom of action imposed by institution or community; and such group factors as morale, expectations, power fantasies, status, and members' conception of the group.

Our experience leads us to concur that individual choice in team constituency is essential. There is no one way to work in a team; there are many ways; and the possibility of each team working or achieving its goals by a different method should be an integral part of any team-oriented program. The art of performing as a team is not a natural art. It must be learned; as Thelen and many others suggest, training is a most important facet of cooperative effort. For a team to be able to make a choice of alternative behaviors, it must be educated in what alternatives are available. The recommendation is that the members and team leaders be involved in pre- and in-service training in group dynamics where such

essentials of morale, relationships, and productivity would be discussed thoroughly. With this educational experience, members and leaders should learn that blind conformity is not a necessity for a productive team. Complete togetherness and obsequious submissiveness, both discussed in the Teacher Corps pamphlets, can be a detriment and should be fully understood and counteracted. Deviant actions must be welcome in a program purporting to be experimental and innovative. The possibility of a team member becoming an excellent teacher without team rapport must be considered and accepted within the program.

One procedure which seems self-evident is that each participant receive a copy of the proposal on which the program was based and that it be discussed thoroughly in each team. Sometimes irrelevant factors prevent logical things from happening. Here it was that there were no copies left for distribution, and administrative oversight allowed the "teachable moment" to be lost. Had the participants been privy to the text of the proposal, many problems due to lack of understanding might have been forestalled.

Another recommendation is that members not be assigned to one team for the entire year. The value of most members of the class is lost to other teams in large measure, and confinement to a small group is frustrating to growth. There are various ways to overcome this problem. The open team method practiced in the Teacher Corps is one example. Team membership is open for a few weeks, and participants wander in and out of teams as they choose. The student proves to be a good judge of the type of structure he will work in successfully. Another possibility is to have team leaders hold seminars on different program-related subjects, such as a workshop program, the participants selecting which subject

they would like to discuss for that meeting. This seminar program could be held during the year with steady teams used in other projects. Participants should have free choice of team leaders. There is very little possibility of a participant staying with a leader with whom he is obviously incompatible.

Combining teams into larger or smaller "cross-team" groups is an excellent answer to the lack of sharing among class members. This could be used for class projects or discussion of administrative directives and policies.

Changing teams every semester is another possibility. The membership could be completely changed without too much thought of personality clash if participants knew they would stay on one team for one semester only.

An important component, largely neglected by the teams, was evaluation of their own performance during the year. Lack of ongoing evaluation during the year tended to retard growth and cause frustrations. Of course, this type of critiquing is difficult, but continuous education in group dynamics would alleviate failure. USC's own distinguished professor of guidance, Jane Warters (1960), has said that observing and appraising its own performance helps a group to move toward self-direction, and that lack of self-evaluation by the team in a constructive setting alienates some members from the cooperative effort needed to make the team a personally rewarding and valuable experience.

If the problems of team dynamics prove to be too involved, and time is not allotted for thorough group training, then teams should be less

ambitious in their roles. Perhaps the team leaders should just be concerned with organization, dissemination of administrative information, and relaying complaints. The team meetings could function simply as study groups in a large University class, breaking up to take tests and asking questions. Team leaders might in such circumstances be elected from among the participants, thus obviating the need for professional team leaders. But this would necessitate delegation of such responsibilities as supervision of directed teaching and conduct of methods seminars to regular University faculty.

But if the more complex team structure is to be retained, then team constituency and team leaders' qualifications loom large among organizational priorities. Close examination of each individual's abilities, talents, and weaknesses should precede placement on a team.

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FIELD EXPERIENCE

by

Dolores Diaz Carrey

From its inception, the program worked to concretize its specialized training through field experiences. In all the courses, modules were included which substantiated and clarified theory covered in information input modules.

Recognizing the fact that most adult school teachers develop skills "on the job" without university level or teacher-training courses and, also, that a large majority work on a part-time basis, many just "moonlighting," what was proposed was an in-depth training program where modules of field experiences would include:

1. Community surveys to build awareness of values, problems, and goals to be considered in curriculum planning;

2. Visits to educational plants, public and private, involved in the adult educational process, such as

   a) Adult Basic Education centers
   b) Vocational centers: skill, occupational and service centers
   c) Correctional institutions
   d) Facilities concerned with the health and social adjustments of adults.

These experiences were selected for their ability to give the participants the opportunity to field-study procedures involved in the operation of the different school plants, thereby also helping to develop better understanding of how different programs are funded, what populations are served, and whether course content in adult education centers is based on community needs (the immediate community being the members of any given class).

Among the expressed goals of the programs were that after a year of

intensive course work and field experience, participants would be able to

1. describe what they had observed about learning situations and teaching techniques employed;
2. make generalizations about their observations;
3. discuss effective and ineffective methods and techniques;
4. make suggestions for improvement or adaptation;
5. construct lessons and evaluation techniques based on the knowledge gained, thus demonstrating a deeper understanding of the adult learner.

Review of the Literature.

Recent literature substantiates the premise that adult education needs committed teachers sensitive to community needs. Liverwight speaks of

> ...young, idealistic, dedicated men and women who will look upon adult education as a means to social development and individual fulfillment. (In Dobbs, 1968, p. 166)

If adult education is to have these young committed teachers, training programs for adult educators must be developed. Liverwight says,

> We need new kinds of graduate programs and training for adult educators. A kind of training and education which provides a better understanding of the urgent urban, racial and international problems which confront us and which must increasingly become the substance of continuing education programs. (In Dobbs, p. 189)

Hoping to provide a permanent system for training adult basic education teachers, the University of Southern California proposed to provide not just theoretical training in a specialized area, but also learning experiences which would lead to that development of sensitivity needed by the participants to enable them to reach and teach their future students.

This type of training is supported by Boyle, who says

> ...the field of adult education cannot be exclusively remedial nor exclusively vocational. It must be directed to the broader needs of workers to know and understand the world in which they live. (1970, p. 250)

Stellman expresses concern that adult education seems to be regressing "to bygone days of the 'cake-decorating' era" (1970, p. 54). He says that although for a short time in the immediate past, concern about the causes and possible solutions for social problems was articulated, there seems to be a moving away from this problem-solving approach. He further adds that cooking and sewing are not the answer to the problems of the poor.

> As long as adult educators design and conduct activities which do little more than offer temporary palliatives to complex social problems, and as long as they make no attempts to rectify the causes of human misery, their contributions to community problem solving will continue to be negligible in view of the massive problems which cry out for hard solutions. (p. 54)

More and more, the literature reaffirms the contention held by the USC-ABE program, that coursework is not enough. Teachers, especially those working with disadvantaged adults, have to seek more than just book information. As Blumenberg so aptly puts it, teachers must learn "'the facts of life' about the community in which they serve" (1970).

In general, the literature supports the program's recognition of and intent to prepare teachers who

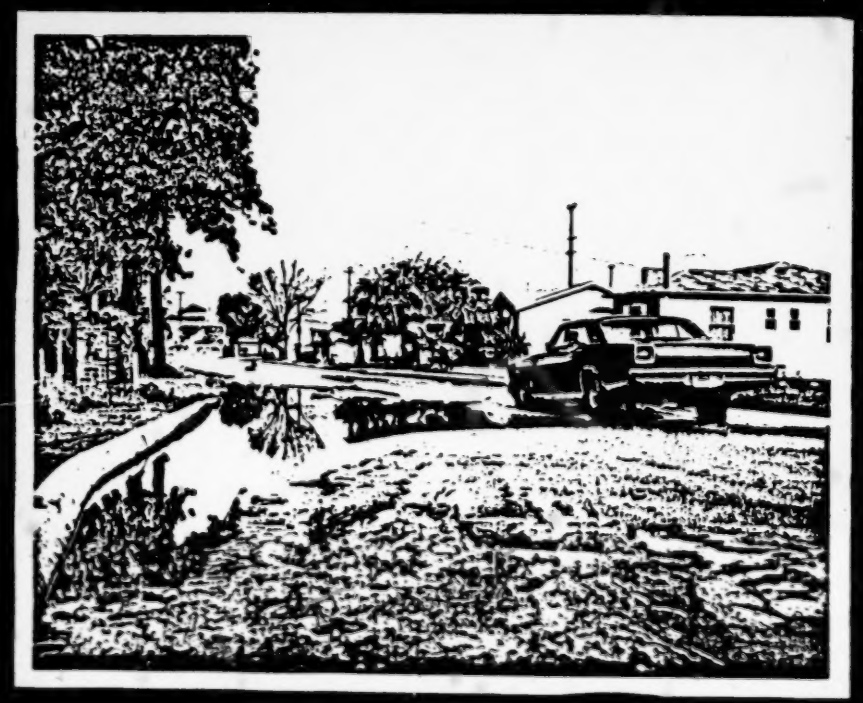
> because of their training and knowledge of the communities in which they teach, will develop and use the skills, the knowledge, and the techniques required to deal with the <u>real</u> problems of <u>real</u> people. (Stellman, p. 54)

<u>Proposed Field Experience Modules</u>.

According to the proposal, each course was to be made up of modules of experience, field work, and information input. What follows is a brief breakdown of the courses and the field experiences that had originally been

ADULT BASIC EDUCATION PROGRAM

CLASSROOM



STUDENTS

planned.

Plans for the summer in the Sociology of Education were to provide field experiences whereby the participants would be totally immersed in the communities where they would be student-teaching. This immersion was to be done first by means of "eyeball surveys" of the area to familiarize the participants with the public and private facilities available to the target populations. Secondly, there would be actual visits to those facilities: shopping in the area and frequenting educational, religious and recreational facilities to begin to "feel the pulse" of the community and its residents. The possibility of having "live-ins" with families in the area was also explored.

Field work for Principles of Adult Education called for visits to public and private facilities available to the adults of the various communities. It was through these visits that the participants were to gain first-hand knowledge of operation of adult education plants and occupational training centers.

According to the proposal, the first four weeks of the summer session would be devoted to information input and field experiences in the Principles of Adult Education course. During the last six weeks trainees would then be able to relate principles and observation to real teaching situations. As part of the Methods and Directed Teaching, observation of a regular credentialed teacher in an adult school would be followed by student teaching under the supervision of the same teacher and a team leader, accompanied by participation in seminar forums to critique teaching methods.

Plans for the fall semester were to continue coursework in Methods of Teaching English as a Second Language with field work that would include

more observation of regular credentialed teachers, critique seminars to discuss methods, and the formulation of lesson units and materials for use in teaching.

Directed teaching in the secondary schools in the spring would again include field observation, student-teaching, critique seminars, and appropriate lesson and material development designed or redesigned to meet the needs of young adults in secondary schools.

Visits to the University Computer Center to explore applications of programmed learning and further research into existing programmed learning materials were to be part of the field experience for the course in Classroom Use of Instructional Media.

Moving into the spring semester, the trainees would be enrolled in the course intitled, Learning, Evaluation and Development. Their field experiences would include visits to public and private facilities concerned with the health and social adjustments of adults. They were to be concerned with relating their observations to their classroom experiences and with making comparisons between adult school students and institutionalized individuals by

1. noting stimuli to learning,
2. making generalizations,
3. discussing implications of their observations,
4. making lists of effective stimuli and motivational techniques for use with adults.

For those interested in replicating this prog[illegible] sequencing of the courses is critical because of the field experien[illegible]olved. Elsewhere in this report, problems related to the course wor[illegible] discussed. It is

the purpose of this chapter to deal only with the field experiences actually undertaken and their success or failure.

Implementation of Field Experiences.

Curtailing the summer program due to late notification of funding made it impossible to have the planned four weeks of pre-service intensive information input and field experiences in the Principles of Adult Education course. Instead, this course and the Methods and Directed Teaching were taught simultaneously along with the Foundations of Reading Instruction.

The field experiences undertaken were visits to the Watts Skill Center and to Central City Occupational Center. Some teams also visited Chino Men's Prison. An attempt was made to survey different sections of the Los Angeles area and to develop a curriculum for the adult schools in those areas.

Scheduled into the reading course was a visit to a reading lab in Pasadena.

Observations: Anecdotal.

It was the present writer's observation that the field experience modules faced problems from the time of the first summer session which, although anticipated by the department on the basis of long prior experience, proved especially problematical because of the idiosyncrasies of the participants. In the summer, those who were being exposed to teaching for the first time were especially jealous of their time. Some were therefore neither ready nor willing to understand the purposes of the field experiences. In the fall, as they were preoccupied with their employment as adult school ESL teachers and continuing coursework at the University, those individuals especially who placed personal obligations above their commitment to the program treated field trips to ABE and State Service Centers as "burdensome."

Of course, as in all teacher-training programs, the year's commitment was difficult for many to handle. Some participants skipped field trips planned for all on the grounds that they were not enrolled in the course in which the activity had been planned. But it must be recorded that grumbling was counterpointed by many positive expressions.

After Christmas, the group seemed more relaxed, due undoubtedly to the rest gained during the vacation. And it was the spring semester which was to be the real testing ground of commitment and dedication. Many of the trainees did student-teaching in ESL classes in secondary schools, continued teaching in the adult schools, and attended regularly scheduled classes at the University. If the participants had been sparing of their time before, they were more so during this semester. Their obligations to the program left little time for anything else.

Yet, it was in the spring that the most valuable field experiences would be scheduled as part of the Sociology of Education. School-community surveys, "walk-throughs" in Asian, Black, and Chicano communities, and a day at the California Rehabilitation Center were planned by the course professor who attempted to implement the module breakdown of the course as proposed in the project.

Results of the evaluation referred to earlier indicate positive feelings concerning the field experiences mentioned above. However, it was too late in the year to realize the full purpose of the field work. Had this course been offered in the summer as planned, total immersion in the community would have been possible (see tabular representations of the schedule as proposed and as implemented). By this stage in the program, the afternoon "walk-throughs" seemed passé, and the participants often neglected chances to

TABLE 3

PROPOSED SEQUENCE OF COURSES

SUMMER	FALL	SPRING
SP 508 Sociology of Education	Ling. 500 General Linguistics	Ling. 525 Applied Linguistics
HE 540 Prin. of Adult Ed.	SE 537 Methods of Teaching ESL	SE 536 Foundations of Reading Instruction
TE 453a Methods & Directed Teaching in Adult Sch.	TE 453b Methods & Directed T. in Secondary Schools	TE 405 Learning, Evaluation, & Development
	IT 477 Classroom Use of Instructional Media	

ACTUAL SEQUENCE OF COURSES

SUMMER	FALL	SPRING
SE 536 Foundations of Reading Instruction	Ling. 500 General Linguistics	Ling. 525 Applied Linguistics
HE 540 Principles of Adult Education	SE 537 Methods of Teaching ESL	SP 508 Sociology of Education
TE 453a Methods & Directed Teaching in Adult Sch.	TE 405 Learning, Evaluation, and Development	TE 453b Methods and Directed Teaching in Sec. Sch.
	IT 478 Classroom Use of Instructional Media	

look for hints of community values, beliefs, and behaviorial patterns, as was evident in followup discussions.

Conclusions and Recommendations.

Several complicating factors should be kept in mind:

1. Discrepancies probably existed between the stated goals of the field experiences and the perception of these goals by individual professors.

2. Discrepancies probably existed between the value of the experiences as perceived by the program staff and by the participants themselves.

3. Felt personal obligations played a more important part in determining the nature of an individual's commitment than was probably anticipated.

Those who hope to replicate this program should consider Blumenberg's admonition that problems are "not implicit in a program itself but may be because of a discrepancy between the program as drafted and the way it actually unfolds" (p. 19).

Although it seemed to one involved in day to day contact with the program participants that negative attitudes and feelings were voiced more often than positive attitudes and feelings about the program and its field experiences, the results of the final evaluation (see chapter on Evaluation) indicate that a larger number favorably evaluated all the field experiences. This leads to the inference that much of the on-going talk was griping of the classic type, cathartic, and therefore beneficial to some degree as a means of release of pent-up emotion.

It is likely that this program will be replicated effectively if

1. course work and field experiences are offered in the sequence proposed;

2. instructional staff understand the stated goal of the field experiences and provide sufficient information input to prepare participants for the experience;

3. instructional staff provide follow-up discussions about observations to determine whether the experience has been understood and value received;

4. participants are informed from the beginning that their commitment to the program means the giving up of much time during the year. In this regard, it may be wise to consider only applicants who will not begrudge their time to the program;

5. attitudinal tests may be administered before final selection of the participants is made which will relate to the question of commitment to study and personal priorities.

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COMMUNITY ADVISORY COMMITTEE:
ORIGIN, PURPOSE, OPERATION AND EVALUATION

by

Edward L. Murphy Jr.

ORIGIN.

In an article entitled, "The School-Community Advisory Council: For Better or For Worse," Dr. Eleanor Blumenberg, instructor in the Sociology of Education in the USC-ABE Program, presents a strong case for establishing school-community advisory councils (Journal of Secondary Education, February 1971 46,2, pp. 60-62). She finds the idea behind such advisory groups "valid" and "valuable" because, "Implicit in this idea is a more basic one: that there is indeed strength and wisdom 'out there' regardless of socio-economic and sub-cultural differences." It is in the spirit described by Dr. Blumenberg that the Institute for Training Adult Basic Education Teachers undertook the development of a Community Advisory Committee (CAC).

This report will focus on four main areas of the CAC: origin, purpose, operation, and evaluation. Table 4 lists the names and addresses of the CAC members.

Originally, we believed that the course in the sociology of education would be an enrichment experience utilizing modules of field visitations, community study, reading and discussion. But events altered our conception of the course. What happened was that during the latter half of the fall semester, a group of program participants

Table 4

COMMUNITY ADVISORY COMMITTEE

ABE Program, USC, May, 1971

Joan Apodaca	2260 Levanda Ave., L.A. 90032
John C. Calvin, III	1308 E. Oaks #B, Compton 90221
Dolores Diaz Carrey	Dept. of Teacher Education, USC
Bea Comini	Whittier Adult School, 11962 E. Florence Ave., Santa Fe Springs 90670
Manuel De Santos	2221 Bellevue, L.A. 90026
William Doyle	Burbank Adult School, 614 N. San Fernando Blvd., Burbank 91502
Margarita Fernandez	327 N. Hicks, East L.A. 90063
Frank M. Hernandez	4832 S. Garrick Ave., Pico Rivera 90660
Greta Kojima	Dept. of Teacher Education, USC
Leon Levitt	Dept. of Teacher Education, USC
Ed Murphy	Dept of Teacher Education, USC
Manfred R. Placide	1022 S. Hudson Ave., L.A. 90019
John W. Redfud	Compton Unified School District, 515 E. Compton Blvd., Compton 90220
Dela Savage	Dept. of Teacher Education, USC
John Savage	Dept. of Teacher Education, USC
"Bobus" Smithton	607 N. Vendome St., L.A.
Zoya Smithton	607 N. Vendome St., L.A.
Bonifacio Sermino	13711 Placid Dr., S. Whittier
Concepcion F. Sermino	13711 Placid Dr., S. Whittier
Jackie Williams	Dept. of Teacher Education, USC

urged the staff to find a way to draw the participants and the program closer to the target communities. The idea grew from their understanding of the lack of contact between the communities in which the adult schools were located and the teachers who "moonlighted" there but did not reside in the communities. It was the participant delegation's view that despite our efforts to build community exposure and contact into the program, especially by means of field visitations and part-time adult school teaching, many of the participants continued to be outsiders to the communities in which they were working.

An additional consideration was to inform the community somehow that the University was actively involved and committed to the improvement of adult education through specialized training of professional ABE teachers.

The staff received the idea of increased involvement enthusiastically. Our strategy for implementing the idea was to create a module devoted to developing a community-based advisory committee for the program. We discussed the possibility with Dr. Eleanor Blumenberg, who had been selected as the instructor; she agreed that the attempt belonged within that course and invited the original delegation to explore the idea with her. The result has been Dr. Blumenberg's concurrence, cooperation, and implementation of the module during the spring semester.

Investigation prior to the resolution of the matter with Dr. Blumenberg showed the idea of a community-based advisory committee to be consistent with federal and state guidelines for programs in compensatory education. As elucidated in the California Department of Education's Handbook, California School District Advisory Committees (1970), "those whom the programs are designed to serve shall have a voice in what the program shall be."

Further support was found in the USOE Bureau of Adult, Vocational, and Technical Education booklet entitled, Involving the Public in Adult, Vocational, and Manpower Programs (1970). "If you have a relevant advisory committee," the booklet counseled, "work with it. If you don't, perhaps you can form one. Advisory committees can be most effective in your community relations campaign. They not only can offer advice about the types of education services needed in the community, but they can also help to provide desirable relationships with the public."

PURPOSES

Our purposes in implementing our participants' suggestion for greater community involvement through the vehicle of a community-based advisory committee were as follows: to have a group of interested persons who are in touch with community problems, needs, and sentiments; who can advise us; who can act as a recruitment arm; and who can inform the community of our existence and of the University's commitment.

Our experience this year working in the community with our participants made us realize quite clearly that the program needed in some way to be linked more closely with the community and the cooperating school districts. We realized that one of the best ways to help recruit participants of our training program was through community contacts. Therefore, members of the CAC were asked to help inform people in their communities about the University program with the hope that their personal recruitment would help bring people who resided in target population areas into the program as participants. Previously, lack of adequate target community contacts resulted in there being very few

participants who were from the communities in which they eventually taught.

Perhaps the major problems faced by Adult Basic Education teachers are informing community members about their classes and getting them to attend on a regular basis. Some of the program participants have had the opportunity to go into their communities and recruit students. A few met with real success, but their success was on a limited basis. Our judgment was that the members of the CAC would be in a position to give our participants leads about potential ABE students and, in some cases, members might actually help to recruit ABE students.

Since much of the program is field work or experience oriented, the program staff arrange many community field experiences. We concluded that if there would have been more community people to advise us about their problems and needs, the field experiences might have been more successful. For example, during the first CAC meeting, one of the community members from Whittier advised us about a new youth center program in his community and suggested that we visit the center to become acquainted with a positive new community program.

When teacher training programs are evaluated, usually omitted are evaluations by the very people the program is designed to help the most, the students in the schools. In order to compensate for that deficiency, one of the functions of the CAC is to engage in an ongoing process of program evaluation. This evaluation should include informal oral advice about program operations and more formal written responses to

program evaluation questionnaires.

OPERATION,

The smooth operation of the CAC takes solid planning coupled with cooperative members. There are a number of important things that must be done to assure a smooth operation. Help in recruiting the members is the most important part in starting a committee. In our program, outstanding program participants have been honored at the USC Honors Convocation. These honorees volunteered to help recruit community members from their ABE classes. In addition, they themselves became members of the CAC. Representatives from the adult division of Los Angeles City Schools, Compton Schools, Whittier Schools, and Burbank Schools became CAC members to make valuable contributions about their needs for teachers and at the same time have the opportunity to assist in the recruitment, selection and training of the prospective teachers.

The first CAC meeting, which was held at USC, was attended by six community members, six program participants, and four cooperating school district representatives. The USC program staff attended the first meeting and acted as resource people to help the committee get organized and operating. A number of unexpected things developed. It became obvious that we could have had more community people attending if we were able to make attendance easier. First, a small stipend to cover expenses such as transportation, parking, and baby sitting would have helped assure more community participation. Second, meetings should be held mainly in community locations rather than on campus.

To provide direction and guidance, a set of tentative guidelines

for the CAC was prepared by the program staff and distributed at the first meeting (see Table 5).

Each item in the guidelines was carefully explained to the members of the CAC, and questions were answered. It is important here to define clearly the limits of power given to the CAC so that there is no misunderstanding. Our intent to have a purely "advisory" committee with no other power than to advise was stressed. On the other hand, we emphasized that the suggestions and advices of the CAC were highly regarded and would be acted upon whenever possible. We would not proceed with "business as usual" when we had CAC input indicating a contrary course.

Once the CAC begins to function there is a tendency to have some members go off on a tangent and not deal with real, specific problems. To avoid this, it is important to stress sticking to concrete problems. The CAC should therefore be convened for concrete purposes: to report back on problems and achievement in the field and to advise on relevant matters within their scope.

EVALUATION.

Following is a summary of recommendations which might be useful in starting a CAC for an ABE program:

1. Provide a small stipend for CAC attendance and transportation.
2. Hold meetings in communities rather than on campus whenever possible.
3. Provide child care, if possible, to free members to attend CAC meetings alone.
4. Let CAC members know that their advice is taken seriously and acted

upon; let them know their suggestions count.

5. Listen to what members have to say and do not proceed with "business as usual."
6. Do not take too narrow a definition of the community. Hear divergent positions.
7. Clearly define the CAC's functions and limits of its powers.
8. Deal with concrete problems.

Table 5

UNIVERSITY OF SOUTHERN CALIFORNIA
ADULT BASIC EDUCATION INSTITUTE
COMMUNITY ADVISORY COMMITTEE, 1971-1972

TENTATIVE STATEMENT OF PURPOSE AND PROPOSED BY-LAWS

GENERAL PURPOSE:

In order to insure that the USC-ABE Program will be increasingly responsive to the needs of its target populations, the development of a Community Advisory Committee seems appropriate. Members of the Community Advisory Committee (CAC) could serve in at least the following ways:

1. To help recruit participants for Cycle II.
2. To help recruit students for Cycle II participants' adult basic education classes.
3. To suggest areas of coverage in program courses and in field work.
4. To advise on continuous program evaluation.
5. To serve as community resources and to act as liaison between the program, the community, and cooperating districts.

PROPOSED MEMBERSHIP AND SELECTION PROCEDURES:

1. The CAC will be selected by the Cycle I staff from among Cycle I participants who have volunteered their services and from community persons recruited by Cycle I participants and staff.
2. The CAC will consist of 12-15 members, made up variously of Cycle I and II program participants, adult basic education students, and representatives of cooperating school districts.
3. As possible, members will serve until June 30, 1972.
4. Because of the vastness of the geographical areas served by Cycle II, the term "community" will be defined broadly as the greater Los Angeles area. More importantly, a cross section of the ethnic groups served by Cycle II will be represented on the CAC.

MEETINGS AND PROCEDURES:

1. The CAC will be convened on a regular basis to be determined by the Committee and, additionally, on members' recommendations concurred in by University staff.
2. The Committee will meet, when appropriate, in geographical areas most convenient to its members.
3. Efforts will be made to initiate the CAC no later than April 30, 1971, so that it can participate in recruitment for Cycle II.
4. The Program Director and the Team Leaders will serve as consultants and resources to help the CAC operate within the framework of the Cycle II proposal.

5. The CAC will elect its own chairman, subject to approval of authorized University personnel.

6. When a meeting is called, the meeting will be planned in consultation with the CAC Chairman, the Program Director or his representative, and other appropriate program staff.

7. Because this is an advisory committee, no public statements shall be issued by the committee, nor shall it be deemed to act in the name either of the University of Southern California or of the ABE Institute.

8. Members of the Advisory Committee will receive no compensation of any kind, neither per diem, mileage, or any other expenses.

DIRECTED TEACHING

by

Elizabeth Daugherty

Probably the most important (see chapter on Evaluation) and innovative component of the USC Adult Basic Education program was the field experience of adult school directed teaching in English as a Second Language. At present, directed teaching for adult teachers is not required by law in California or anywhere in the United States. R. C. Dobbs, writing in Adult Leadership, noted that adult education is dominated largely by instructional personnel with California Secondary Teaching Credentials who want to serve only on a part-time basis or by those who qualify for a California adult teaching credential awarded with minimum preparation (any bachelor's degree) (1968). As a result, even though they may be academically qualified to teach their subject, because of a lack of in-depth training, the majority of the teachers in today's adult schools enter the classroom inadequately prepared to meet the needs of their students. They lack familiarity with the needs and learning patterns of adults and are therefore unable to communicate effectivelv with the adult learner. On-the-job learning has been the primary method by which instructors have acquired their techniques, without the benefit of participation in university-level education or teacher training courses. This tremendous gap in teacher preparation for adult education has been the basic factor giving rise to the difficulties that adult education faces in meeting the needs of the disadvantaged adult.

Learning theories and teaching techniques tailored to the needs of

elementary and secondary students cannot be successfully transferred to the adult learner because of appreciable differences in needs and in learning patterns. As opposed to the child, "Each adult approaching the ABE classroom is an individual human being with interests, attitudes, concepts, prejudices, and cultural and moral values developed over a lifetime of past experiences" (Regan, undated). The educator must be cognizant of the difficulties particular to adult education in order to encourage individual growth, build confidence and develop the potential of the adult learner. The teacher unfamiliar with the psychology of adult learning may, through his misconceptions, use methodology and materials which are unsound and inappropriate for the adult learner. It is of utmost importance for the educator to be aware that increased age does not preclude learning, but rather slows learning speed, and that intelligence and the ability to memorize also do not decrease with age, but with disuse. When the educator errs in his perceptions, he may tend to belittle the student with a condescending attitude and with unchallenging lessons. He must be sensitive to these factors or he may unintentionally discourage the adult from further educational endeavors. Success in enhancing the disadvantaged adult's potential is critical also to breaking the cycle of poverty in which the adult basic education student is often trapped.

Poverty generates conditions which perpetuate poverty, those being lack of education, insufficient linguistic skills, and attendant feelings of inferiority and unemployment. While these conditions hold true for all disadvantaged, certain minority groups suffer accentuated difficulties because of their cultural and linguistic backgrounds. Los Angeles, being

a microcosm of this national problem, has a large representation of these culturally and linguistically disadvantaged. Presently, of the 562,000 disadvantaged in the Los Angeles area, there are 517,000 who need some form of training before they can get a job. Almost all cases of unemployment can be attributed to a lack of job skills causing disadvantaged Americans to be unemployed and to require welfare. With a changing relationship between education and the ability to obtain employment, "the functionally illiterate adult, often a member of a minority, is unemployable" (Regan). Not only is the role of the adult teacher greater than in the past, but his responsibility has increased. It was against this background that directed teaching was included in the USC Adult Basic Education Proposal.

A review of the literature relevant to the purpose of this segment reveals little research in the adult publications concerning the need for directed teaching as a step toward increasing the effectiveness of adult basic education. There is an abundance of literature, however, substantiating and supporting the need for directed teaching in elementary and secondary education and for superior programs for the disadvantaged learners. If one considers the implications of Liverwright's statement that "We need new kinds of graduate programs and training for adult educators", and James B. Conant's (as quoted by King, 1966) description of directed teaching as, "the one indisputable essential element in professional education," the logical extension would be to require teachers of adults to have the same high standards of preparation as for the other important levels of education. In support of programs for disadvantaged learners, Blumenberg (1970) has stated:

> Aliens in a monolingual Anglo school require not only compensating education programs designed to remedy their special learning deficiencies, but sufficient personnel available as teachers and administrators who are aware of and sensitive to their unique problems.

The need for implementation of effective programs for disadvantaged adults was deemed so critical that, as part of the conceptual scheme, the original USC proposal cited the fact that

> The basic assumption of the National 1966 ABE Teacher Trainer Program was that effective efforts to grapple with the problem of educationally disadvantaged adults could not wait for the slow gradual growth of the regular academic programs and enrollments in ABE Teacher Trainer programs at institutions of higher education.

A more important assumption, however, was that implementation of the adult basic skills program required the confrontation of millions of adult functional illiterates by trained teachers. The most effective and efficient achievement of this goal required the application of the most advanced teaching methods and technology to the problem at hand. Above all, this know-how and training had to be applied rapidly and on a national scale.

All in all, the review of literature shows growing support for the assumption upon which directed teaching is based, that it is a viable solution to the need for innovative teacher training programs in adult education.

Adult School Directed Teaching.

Essential to the conceptual scheme of the Adult Basic Education Program was the scheduling of the adult directed teaching experience at the onset. The rationale behind this order was twofold. First, it was deemed necessary that this component be undertaken at the earliest possible time to involve and orient the participant in adult education. It was further considered imperative for the program participants to have the

directed teaching module in conjunction with the Methods Course in Teaching English as a Second Language. This provided the participant with the opportunity to relate theoretical insights to actual practice and also earned for him a clear California Adult Teaching Credential by the end of the summer session. The credential enabled the participant to obtain part-time employment in adult schools in Los Angeles County during the academic year of 1970-1971. This employment assured the participant's active involvement in adult education and also provided income, as the stipend paid out by the Institute did not extend beyond the summer session.

All program participants completed the directed teaching experience in cooperating adult schools in Los Angeles County. Teaching assignments were set up for the mornings and evenings, as afternoons were reserved for University course work. In making these arrangements, the staff attempted to provide times and locations requested by and most convenient for the participants. The actual framework for the directed teaching provided for a training period of sixty hours. Participants were in service two and a half hours a day, four days a week, for six weeks. An observation period of one week was arbitrarily scheduled, but the actual amount of time spent in observation varied in accordance with the desires of the training teacher.

Behavioral objectives were required of the participants at all times. To demonstrate the ability to plan for desired changes in their students' behavior, the participants were required to prepare for submission to their team leaders a semester overview, weekly overviews, and daily lesson plans. During the course of the directed teaching, each participant was videotaped

while he was teaching his class. Subsequent viewing sessions with the instructor of the methods course provided each participant an opportunity for feedback as to the soundness of techniques employed and also for self-evaluation. Meetings among training teachers, team leaders and participants were scheduled for evaluation purposes.

The roles of each participant in the classroom varied. Training teachers were encouraged by the University staff to utilize the presence of the participants in a team teaching situation. Many took advantage of this by dividing the responsibility and, in some cases, by sharing the teaching responsibility equally. Difficulties did occur in cases where the training teachers perceived their roles more as demonstration teachers than as teachers of teachers. Some were reluctant to relinquish sufficient teaching responsibility to the participants; others proved not to possess the desired competency to act as supervising teachers. It was impossible to assess or to guarantee the effectiveness of the training teachers beforehand due to the first-time status of such a program and, more importantly, due to the lack of training in adult education of some of the training teachers.

The role of the team leader was especially important to the participant during practice teaching. One of the most significant roles during this experience is that of liaison. The six team leaders served as links between the student teacher and the school in which he served. Also, because all of the team leaders were experienced classroom teachers, they were equipped to serve as resource people for their team members. Team leaders conferred with the training teachers but had the ultimate responsibility of evaluating the participant's performance during the directed teaching experience.

Graded on a pass/fail basis, all participants received a passing grade.

Secondary Level Directed Teaching.

The directed teaching experience on the secondary level paralleled in design that of the adult, differing only in minor respects. Consideration for available directed teaching assignments was dependent upon the completion of a satisfactory interview with the principal. Whereas fulfillment of state requirements for the California Secondary Teaching Credential necessitated a minimum of sixty hours, the participants completed ninety hours. The schedule was such that a minimum of five hours per week were spent in the directed teaching assignments.

Whereas all the participants performed directed teaching in ESL in the adult schools, in the secondary schools the experience was varied for a few. Several elected to do their work in basic subjects in continuation schools. This alternative was allowed because of the similarities in the philosophies of teaching adults and "educationally strained" young people. While, chronologically, the learners in continuation schools are of high school age, psychologically they approximate many ABE students who became disillusioned with the regular school program and dropped out. The manner of presentation in adult basic education classes other than ESL is comparable to the individualization of instruction and personal approaches that succeed in continuation schools.

As differentiated from the adult supervised teaching experience, not all program members participated in or completed the secondary counterpart. Prior directed teaching or secondary experience fulfilled the requirement for some; other participants were forced to withdraw from this component due to extenuating personal circumstances.

Summary and Recommendations.

The directed teaching component of the University of Southern California Adult Basic Education Teacher Training Program was successful in providing sound professional preparation and in meeting the needs of the participants. The final written evaluation of the program in the form of a questionnaire revealed directed teaching in adult schools as being the activity which ranked as the most meaningful component, having received the highest number of positive responses. As a response to the call by adult education leaders for innovative graduate programs, we feel the USC program has served to hasten the development of higher standards of training for adult educators. It has also served as a motivating factor for veteran adult teachers to update their methodology.

Recommendations for replication by other training institutes specifically are:

1. a longer period of observation prior to actual participation as a supervised teacher;

2. a period of University level preparation and orientation for prospective supervising teachers.

It was felt that a more gradual induction process would provide the participant with more latitude and insight and would lessen the shock experience for those who felt the need for more observation. Finally, given the prevailing lack of adequate preparation on the part of most adult education teachers, it is of the utmost importance that supervising teachers be given special guidance as to their roles and responsibilities.

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RECRUITMENT AND SELECTION

PART I: RECRUITMENT by Andrea J. Reyna

PART II: SELECTION by Juanita Joy Robbins

PART I. RECRUITMENT

Participants.

The Department of Teacher Education of the University of Southern California set out to recruit participants for its new Institute for Training Adult Basic Education Teachers in several ways.

A brochure (see following) explaining the nature of the program and application procedures was sent to all directors and principals of public adult education facilities in Los Angeles County. Information was sent nationwide to state adult education directors, college placement offices, Veterans Administration centers, and Peace Corps and VISTA separation centers. Other avenues of recruitment included newspapers, local "Throwaways," and radio coverage through spot announcements and interviews. The United States Office of Education, which publishes bulletins of programs that have been funded, also distributed information about the program to American installations around the world.

As recruitment is an ongoing activity of the Department of Teacher Education, its pre-existent recruitment machinery was in operation and was utilized. Applicants who appeared to be potential candidates for teaching in Adult Basic Education were referred to the administrator of the USC-ABE program, who was in charge of the program recruitment.

USC Teacher Corps was likewise extremely helpful, including ABE program recruitment materials in the packets of information distributed by its

FELLOWSHIPS IN ADULT BASIC EDUCATION

A Program of the Southern California Teacher Education Projects Funded by the Federal Government under a Grant from the United States Office of Education, Department of Health, Education, and Welfare, Pursuant to the Adult Education Act of 1966.

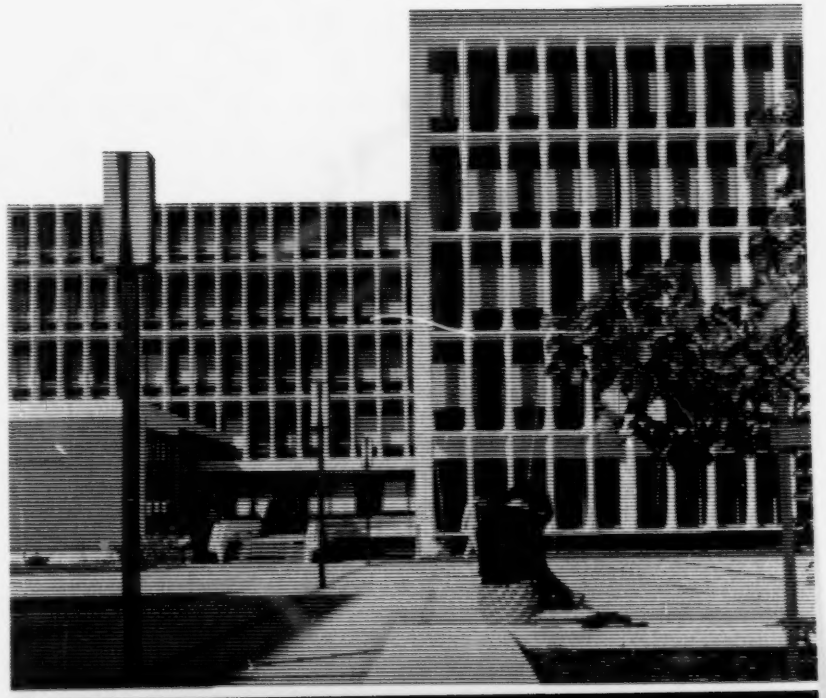
Department of Teacher Education
School of Education
UNIVERSITY OF SOUTHERN CALIFORNIA

Dr. Donald E. Wilson, Director
Dr. Leon Levitt, Associate Director

FELLOWSHIPS IN ADULT BASIC EDUCATION

UNIVERSITY OF SOUTHERN CALIFORNIA
SUMMER SESSION 1970
UNIVERSITY PARK, LOS ANGELES, CALIFORNIA 90007

FELLOWSHIPS IN ADULT BASIC EDUCATION



University of Southern California
SUMMER SESSION 1970

Non-Profit Org.
U.S. POSTAGE
PAID
Los Angeles, Calif.
Permit No. 2075

FELLOWSHIPS IN ADULT BASIC EDUCATION

WHAT IT IS. The United States Office of Education, Department of Health, Education, and Welfare, pursuant to the Adult Education Act of 1966 (P.L. 89-750), has authorized the School of Education of the UNIVERSITY OF SOUTHERN CALIFORNIA to conduct a *National Model Training Program in English as a Second Language and English as a Second Dialect for Adult Basic Education Teachers.* The federally funded *Adult Basic Education Fellowship Program* will train a group of college graduates, some entirely new to the teaching profession and others with a modicum of experience in adult teaching, to become specialists in adult basic education with emphasis on ESL and ESD. Each Fellow will earn the *California Standard Secondary Teaching Credential.*

WHERE IT IS. The *ABE Fellowship Program* will be conducted on the campus of the UNIVERSITY OF SOUTHERN CALIFORNIA and at secondary and adult schools of the Los Angeles City Schools and of other cooperating school districts offering adult education programs in Los Angeles County.

HOW LONG IT TAKES. The program will begin during the week of June 8, 1970. continuing through the SUMMER SESSION and the academic year until June 1971. Fellows will devote full time to the program for its duration.

WHO IS ELIGIBLE. College graduates holding bachelor's degrees from accredited institutions are eligible to apply. Applicants will be screened for admissibility to the program and to graduate standing at the UNIVERSITY OF SOUTHERN CALIFORNIA. Academic record, personal qualifications, references, background, and interest in a career in adult basic education will be considered. Majors in English, communications arts, ethnic studies or related fields *may* be most adaptable to the needs of the programs. A knowledge of Spanish would be helpful but is not mandatory. PEACE CORPS, VISTA, and armed forces veterans, and others experienced in working with adults in a helping relationship may likewise have an advantage. However, *lack of the suggested experience should not deter college graduates from applying.*

WHO PAYS FOR IT. The federal government will pay participants' tuition in full to completion of the program in June 1971. In addition, *during the summer of 1970, each Fellow will receive $75 per week for ten weeks plus $15 for each dependent.* There will be no stipend thereafter, but a good possibility exists for part-time employment in adult schools during the training year.

HOW TO APPLY. Phone or write for an appointment to:

Dr. Leon Levitt, Associate Director
ADULT BASIC EDUCATION FELLOWSHIP PROGRAM
Southern California Teacher Education Projects
School of Education
UNIVERSITY OF SOUTHERN CALIFORNIA
Los Angeles, California 90007
(213) 746-2947

recruiters on college campuses throughout the area.

The ABE program administrator personally interviewed every applicant. If it appeared that the applicant was serious about entering the program, he was given a packet of materials required for formal application.

Recommendations.

Recommendations for recruitment of participants from the standpoint of possible replication include the following: A close relationship with other ongoing teacher education recruitment programs, such as Teacher Corps, as seen from previous procedures, can be most helpful. Setting up booths at colleges and universities should not be overlooked as a potentially important source. Program organizers should endeavor actively to recruit from target populations so an increased number of participants can be representative of the community in which they will teach.

It was our experience that persons who are representative of the ABE target populations in ethnic, cultural, and socio-economic backgrounds are generally--but not always or exclusively--better equipped than are the "average" teacher education applicants, both cognitively and affectively, to relate to ABE students as their teachers. Involving target population persons would give the added benefit of contributing to the upgrading of the entire target populations' socio-economic status by preparing more members of those groups for professions in education.

To facilitate the recruitment of minority students, recruiters should contact Ethnic Studies Centers, such as Chicano Studies, Black Studies, and Asian Studies that are found throughout the country on college and university campuses. Cultural Centers in the community or community leaders who might be able to disseminate information regarding the program

within a particular area should also be contacted. Local mass media found in target population areas; for example, Spanish radio and television stations and newspapers, could be utilized effectively for the recruitment of Mexican-Americans.

Team Leaders.

The manner in which the team leaders were recruited was unique. A group of graduate students, all experienced teachers, who had attended an NDEA Institute in Linguistics at the University of Southern California, an experienced proposal writer on the staff of the Department of Teacher Education, and Dr. Levitt wrote the proposal for the program. The students proposed themselves as team leaders; however, since they had not had experience as adult school teachers, the selection committee agreed that the program would not be adequately staffed unless at least some of the team leaders had a reasonable background in adult education, particularly in English as a second language. Consequently, when the team leaders were selected, four from the original group were retained as team leaders.

To obtain the other two team leaders, recruitment information was sent to directors and principals of public adult education facilities in Los Angeles County. They were asked to make recommendations of top personnel for these positions. They cooperated, and numerous adult school teachers submitted applications, vitae, and personal references. These candidates were then interviewed by Dr. Levitt. The selection committee made the final choice of the two best qualified persons, one having had much experience in programmed instruction and the other in ESL.

Recommendations.

Recruitment procedures outlined for participants can be used in recruiting team leaders. Recruitment materials, including brochures

briefly summarizing the nature of the program and application information about such positions, more detailed mimeographed matter, and appropriate covering letters can be sent nationwide to state adult education directors. Similar material can be directed regionally to state and local district adult education directors. Directors of such adult education facilities can be asked to recommend their staff for the leadership positions.

It must be remembered that ethnic minorities should be fairly represented in program leadership. Sources used for recruiting minority students as participants can also be used for recruiting minority team leaders.

Director and Associate Director.

The structure of the Southern California Teacher Education Projects, Department of Teacher Education, determined who would be designated director of the Institute for Training Adult Basic Education Teachers. As Chairman of the Department of Teacher Education and Director of all teacher education projects, Dr. Donald E. Wilson was designated the director of the program.

However, in view of his other commitments, he could devote only a percentage of his time to this program. His role in the program was mainly of a consultative nature. Decisions which were consonant with established policy were made within the program by the associate director, Dr. Levitt. However, Dr. Wilson was consulted when an issue arose which required his approval or decision or when his advice, guidance, and leadership were needed.

Dr. Levitt, the associate director and administrator of the program, was selected for the position because of his qualifications and varied background in adult education and in college basic skills. Before coming to USC he had taught in community colleges in the Southern California area.

While at Los Angeles Metropolitan College, he created a basic skills program for remedial community college students and was responsible for directing the entire program, including establishing a learning laboratory, hiring staff, and teaching component courses. The successful project has since been expanded as a component program at Los Angeles Trade-Technical College.

Dr. Levitt received his Doctor of Education degree at the University of Southern California. He was director of the Secondary Teacher Assistantship Program at the same University for three years prior to his involvement in the Institute for Training Adult Basic Education Teachers.

Recommendations.

A host institution cannot always have an in-house person to serve as director, but having one has distinct advantages. Knowledge about internal operations of the institution and the department facilitates successful working relationships. Dr. Wilson's and Dr. Levitt's experience at USC enabled them to accomplish many things which facilitated the smooth operation of the program.

For the position of administrator of the program, persons with background in adult education and in teacher training should be sought. If possible, they should have academic rank and should have a terminal degree. Of course, if the replicated program is designed for people whose academic training is less than college graduation, it would not be necessary for the administrator to hold a terminal degree. The potential director should be a leader in adult education and be willing to make a commitment to a professorial career in adult education.

The avenues which can be used to recruit the director would be those

normally used to recruit professors, such as university and college placement centers.

Instructional Staff.

In recruiting the instructional staff for the program, the intention was to recruit professors who, in addition to competency in subject matter, were interested in and had some understanding of the unique character of adult education and the unique needs of the adult learner. However, the program was not totally at liberty to choose instructional staff. Concurrence of department chairmen was required; in one instance, the choice was made by the department which offered the course and was concurred in by the program administrator.

Recommendations.

It is recommended that professors used in the program be knowledgeable in their own fields and in the relationship of that field to adult education. They should be flexible enough to teach within the modular structure and the team groupings and should be willing to be involved in innovative and creative approaches which might develop during the year.

The avenues used to recruit the instructional staff for the program would be those normally used to recruit professors.

Summary and Overall Recommendations for Recruitment.

Recruitment for the program was somewhat handicapped on two accounts: shortness of lead time and lack of full-time staff other than the Associate Director. This was due to the fact that federally funded programs are funded on a fiscal year and are difficult to staff, recruit participants for, and begin operation.

It is our recommendation that the proposal writers and negotiator for the applicant institution submit on the basis that there be adequate time

for recruiting staff and providing them with service training; for setting up the program's operation; and for recruiting, screening, and inducting participants.

It should also be remembered that the California credential structure and the credential sequence largely determined the organization of the USC-ABE program. Thus, replication must involve adaptation to credential structure, level of personnel involved, and other peculiarities of a particular locale and institution.

Finally, we recommend that close cooperation be fostered with the adult division of schools in the particular area. The personnel of the Adult Division of the Los Angeles City Schools, Mr. Robert Rumin, Supervisor of Adult Basic Education, and the various principals of cooperating adult schools in Los Angeles and other districts maintained the kind of positive working relationships that contributed in no small measure to the success of the recruitment and other aspects of the program. Their role was manifold: providing directed teaching opportunities at the adult school and secondary levels, referring applicants for the program, offering part-time ABE-ESL employment, and generally cooperating in every way.

PART II: SELECTION.

Participants.

Selection of participants for the program was based on a number of factors: University requirements, program requirements and personal requirements.

Applicants had to hold the baccalaureate from an accredited institution

and be otherwise qualified for graduate standing in the School of Education, University of Southern California, by reason of grade point averages and Graduate Record Exam scores, and personal and professional references.

The selectors were especially anxious to consider those people who had had experience working with disadvantaged populations such as through Peace Corps or VISTA, and people whose ethnic and socio-economic backgrounds were similar to those of the target population.

The selectors also took into consideration college majors in linguistics, foreign languages, ethnic studies and behavioral sciences and counted them as assets.

However, except for the minimum University requirements for admission to graduate standing--a bachelors degree from an accredited institution--no single criterion would automatically eliminate a candidate from consideration or guarantee acceptance.

Other, perhaps less easily measurable factors were used to select participants. The selectors looked for people who were ready to accept a commitment to Adult Basic Education and possessed personal qualifications to succeed in that career: maturity, flexibility, and understanding of and compassion for people with different cultural and social backgrounds.

The applicants were required to commit themselves to a full year of training from June to June. During the last nine months of the period, they had to be able to work as adult school teachers as part of their training and for their own support.

Recommendations.

Factors that would seem to be most vital in selecting a participant with the greatest likelihood of succeeding in the program are as follows

(there is no implied order of importance in this list of recommendations):

1. The participant should be committed to Adult Basic Education so that he can bring to the program the full part of his interest and enthusiasm and thereby contribute to and benefit from the exchange of ideas that should go on.

2. The participant should have a "high tolerance for ambiguity."[1] By this we mean an ability to try new things, the success of which is uncertain, and not easily be frustrated by seeing no immediate solution to confronted problems.

3. The participant should have special qualifications to work with disadvantaged adults, such as the ability to empathize with people from other backgrounds and be supportive of them. He should be inventive and perceptive enough to find out what their needs are and to relate their learning experiences to those needs.

4. The participant should be interested in such goals and innovations of the program as the team idea, community involvement through the classes, and experimentation.

5. By no means an insignificant qualification for applicants is stamina. The program involves a full graduate load of coursework, a regular part time adult teaching assignment, and, during the first and final semesters, student teaching assignments as well.

Team Leaders.

Recommendations regarding the selection of team leaders parallel those for the participants. They should have a high tolerance for ambiguity; they should be able to relate to the disadvantaged learner; they should represent the target community; they should be concerned with and be qualified to foster the program's objectives.

1. Team leaders should be experienced in at least one of the major fields towards which the program is directed: ESL, ABE, ESD, or linguistics.

2. Team leaders should have the personal and intellectual qualifications to be likely candidates for future administrative positions and be young enough to make holding such positions possible.

3. Team leaders should possess sufficient social awareness, maturity,

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[1]We are indebted to Professor Jack D. Mezirow of Teachers College, Columbia University, for the construct of a "tolerance for ambiguity."

and humanity to be able to implement the tasks laid out for them of supporting, leading, teaching, inspiring, and consoling the team members throughout the training period.

4. Team leaders should already have had advanced training in one of the program's fields. It would help them lead and teach the team members even though it would make their contact less of a peer relationship.

In the present instance, four of the team leaders were predetermined by their part in writing the original proposal. This is the kind of creative and divergent thinking that should be sought in program staff. But this eliminated proper emphasis in selection on such essential factors as personal qualities, and the kind of teaching experience they had had. There would be less confusion and ambiguity about their roles if at the beginning of the program the team leaders already held master's degrees, and if experiential background in adult education and desirable personal qualities were clearly defined and criteria applied.

Program Administrator.

The program administrator should certainly be experienced and interested in teacher training, adult education, and in the major content orientations of the program. He should be familiar with the resources within the host institution. He should have contacts with local adult education systems so that he can help the participants find their training jobs. And he should be familiar with state regulations for teachers in order to advise the participants.

Because of circumstances surrounding initiation of the program, each applicant was interviewed only by the associate director. This limited selection to a single personal contact except in those cases where the applicant was known to the director and to the supervisor of ABE for Los

Angeles City School District, who participated in the final selection.

An effort to alleviate this limitation is recommended. A selection committee should consist of the director, the associate director, team leaders, outstanding program participants, members of the Community Advisory Committee (q.v.), school district representatives, and other faculty of the sponsoring department.

The problems that were encountered in the selection of participants were chiefly those of time and availability. The lateness of notification of approval has already been noted. So, while anticipatory work was done, recruitment and selection of participants and of staff could not be finally accomplished until shortly before the beginning of the program. This meant that applicants who needed more lead time were lost. This also was very late for academic hiring.

One general observation that comes out of the experience of this particular program is the importance, both in staffing and selecting participants, of getting people with complementary talents. A good variety of kinds of experience, educations, ages, interests, and backgrounds is an invaluable resource for all aspects of the program, but especially for the classroom experiences. If this goal of complementary talent is reached, then the second problem is how to make the best use of the talent; i.e., how to make it available to the others in the group. This is an important consideration in staffing and selecting program participants.

TABLE 6

CYCLE II

UNIVERSITY OF SOUTHERN CALIFORNIA
INSTITUTE FOR TRAINING ADULT BASIC EDUCATION TEACHERS
APPLICATION FORM

Mr.
Miss
Mrs._____ Soc. Sec. No._____
(last) (first) (middle)

Address_____ Telephone_____
(street) (city) (state) (zip)

Age_____ Sex_____ Marital Status_____ Dependents:
Number_____
Ages_____

Languages other than English:
Speak_____
Write_____
Understand_____

Military:
Service Completed_____
Draft Status_____

Have you ever been arrested for an offense other than a minor traffic violation?_____

Can you readily pass a standard physical examination?_____

If not, why not?_____

Educational Institutions Attended	Dates	Degree	Major	Minor	Grade Point Average

Previous Adult Basic Education or other institutes attended_____

State Teaching Credential Acquired_____
(state) (type of credential) (year)

Present Occupation_____
(job title) (employer) (duration)

Teaching Experience (if any)_____

Business Experience_____
(job title) (employer) (duration)

Name 5 persons from whom you will request recommendations:

Name	Position and Address	How Related to You

I attest that the above information is true and accurate to the best of my knowledge.

Date_____ Signature_____

On the attached blank sheet, in your own handwriting use 100-200 words to state where you heard of this program and why you are interested in entering it.

ABE INSTITUTE APPLICATION

ESSAY

Date_____ **Signature**_____

ADMINISTRATION

by

Richard Davison

Bernice Silver

Commonly, funding agencies issue program guidelines to see that sponsored programs conform to the intent of the law, as interpreted by the staff of the funding agency. A college or university will develop a proposal which follows those guidelines. In this instance, the University of Southern California, School of Education, Department of Teacher Education, proposed a teacher training project for adult basic education under section 309c of the Adult Education Act of 1966 (P.L. 89-750) entitled, Training Fellowship for Adult Basic Education Teachers, later changed to Institute for Training Adult Basic Education Teachers.[1] The proposal necessarily had to conform to the structure of the educational facility from which it emanated and to the purposes enumerated by the Division of Adult Programs, Office of Education, Department of Health, Education and Welfare. Therefore, there are essentially two intersecting parameters: the university's structure and the government's intent.

This ABE teacher training program was proposed by the Department of Teacher Education, which defined how the program would actually operate. The proposal designated a director, an associate director, and certain persons who had been intimately involved in the genesis of the proposal,

[1]The word fellowship was deleted from the title because the program did not offer fellowships within the meaning of the word in federal law. There were several implications, including IRS regulations regarding treatment of fellowship grants.

such as the team leaders. Preliminary work for the proposal included designing course content so that it would meet the state secondary and adult credentialling requirements. This was done through the office of Associate Dean Kelly, with the assistance of the credential technician, Mrs. Frahm. Endorsement of the proposal by Bureau of Adult Education, State Department of Education, was obtained from Mr. Roy Steeves, Assistant Bureau Chief in charge of Adult Basic Education, who wrote that the program would fulfill "a definite need within the community."

The approval structure of the University of Southern California relative to the Adult Basic Education program is as follows. First, within the School of Education the various departments cooperate, though they operate autonomously. Once a project is formulated, the chairman of the sponsoring department will submit it to the Dean of the School. It is assumed that there is a high level of communication operating between the Dean and the submitting department. The aims of the school and the position of the Dean and the faculty are a part of this communication.

Since it was in fact a program to train teachers, it was logical that the Department of Teacher Education administer it. Replicating institutions will have to examine their structures in order to place such a program effectively within its system or develop a special arrangement for it.

Prior to submitting the proposal to Dean Irving R. Melbo of the School of Education, Dr. Donald E. Wilson, Chairman of the Department of Teacher Education, and Dr. Leon Levitt, Director of the Secondary Teacher Assistantship Program of the Southern California Teacher Education Projects, formally consulted with neighboring school districts with which the university had a long standing rapport: Los Angeles Unified School District, Compton Unified

School District, Whittier Union High School District and Burbank Unified School District. Dr. Wilson asked them for their endorsement of the program and for their future cooperation. Cooperation was defined as providing student teaching assignments in adult and secondary schools and providing such part-time employment for the program participants as was possible. All agreed, and their cooperation was an ongoing element of the program.

Having obtained endorsement from these school districts, Dr. Wilson submitted the proposal to Dean Melbo, who gave his formal approval. Next, the document was submitted through University channels for other approval. Once this was completed, the proposal was sent with the prescribed number of copies to the Bureau of Adult Programs where it was later approved and funded.

Upon notification of funding, certain steps had to be taken. By virtue of his position as the director of the Southern California Teacher Education Projects, Dr. Wilson had been designated as the director. However, the program needed a full time administrator. Dr. Levitt, who theretofore had been coordinating efforts, was named associate director. A budget fund had to be established with provisions for salaries and other expenditures which, after implementation, were maintained by the department financial secretary. Although prospective team leaders, instructors, secretary, and some participants had been interviewed, they had to be notified of their selection. Class schedules, course cards, and room assignments had to be completed. Instructors had to submit book orders to the book store and place materials on reserve. Further, the remaining participants had to be recruited, a process described in more

detail in the chapter on Recruitment and Selection.

Participant recruitment and selection for this 1970-1971 Adult Basic Education Institute was primarily the concern of the University of Southern California. This was due to the State Department of Education's confidence in the University with respect to graduate student selection. However, state departments of education should be expected to be more active in participant selection in other sections of the nation.

As director of the project, Dr. Wilson devoted ten percent of his time to the program. In this capacity he served as an impartial observer, consulting and advising with the associate director as needed. His advice and direction were of great importance in terms of his knowledge of the University and the wisdom of his judgment.

The person chosen as administrator of the program should have a working knowledge of the host institution, including the interrelationships within the school of education as well as other departments. It is desirable that he be knowledgeable in the field of adult education. He should also be familiar with the structure of the State Department of Education as well as of the United States Office of Education.

Communication between the participants and the associate director and between the team leaders and the associate director was instrumental to the success of the program. Regular conferences were held between the team leaders and the associate director on a weekly basis. Participants and the associate director met when it seemed that it would be beneficial. Although not a direct responsibility, the associate director chose to teach several courses in order to keep close contact with the participants. This proved to be a successful device in maintaining optimum communication

and is recommended for future replications.

The team leaders staffed the program. Their functions were primarily academic. They distributed important information regarding the program. They made recommendations for changes and deletions. They acted as University supervisors to the participants during their student teaching assignments. Occasionally, they attended conferences for the program and performed public demonstrations of English as a Second Language methods and materials.

The United States Office of Education monitored and assisted the program. There were two officers whom the administrator could address regarding problems: Miss Jean Hinsley, the Program Officer in Washington D.C., and Mr. Calvin Nichols, the Regional Program Officer located in San Francisco.

During the program, relations with the program officers were cooperative and helpful. At one point it was necessary to extend the program calendar one month in order for it to coincide with both the University and local school calendars. A formal letter was drafted and the extension granted. This is the type of cooperation other institutions may expect when they have reasonable amendments to their proposals.

In summary, the administrative functions were to 1) manage the budget, 2) supervise staff, 3) coordinate selection of instructors, 4) coordinate class scheduling and room assignments, and 5) arrange for guest speakers and other special activities.

THE EVALUATIVE COMPONENT

by

Greta Kojima and

Angela Kay

PART I. INTRODUCTION AND CONTEXT EVALUATION.

PART II. INPUT EVALUATION.

PART III. PROCESS EVALUATION.

PART IV. PRODUCT EVALUATION.

INTRODUCTION

Background Information.

In June of 1970, thirty-five participants convened with six team leaders and the associate director to initiate a year's model teacher training program, University of Southern California's Institute for Training Adult Basic Education Teachers, funded under Section 309 of the Adult Education Act of 1966. The participants and team leaders, fourteen men and twenty-seven women, were college graduates recruited through college placement centers, adult school districts and other sources, local and nationwide.

They ranged in age from 20 to 59, being an average of 30, and reflected a representative sample of Asian-Americans (5%), Blacks (15%), Mexican-Americans (15%), and Other Spanish Surnames (5%). Their educational backgrounds included majors in various social sciences (12), English (8), Spanish (7), other foreign languages (4), psychology (4), linguistics (1) and others (5). Three held master's degrees, one each in German, Latin American Studies, and psychology. Their occupations at program entry ranged from adult education teachers interested in improving their expertise, to non-teaching adults interested in

adult basic education, to recent college graduates. This varied group began the program.

TABLE 7

PARTICIPANTS' AGE RANGE AT BEGINNING OF PROGRAM

Age Range	20-29	30-39	40-49	50-59
Participants and Team Leaders N=36	21	7	7	1
	Average age = 30 years			

In the first three weeks of the program, three participants withdrew and were replaced by alternates. In the interim, between the end of the summer session and the beginning of the fall semester, five more were voluntarily deselected but were not replaced because the amount of training alternates would have missed would too seriously have handicapped them, in the staff's judgment. The remaining thirty-six persons finished the program.

Purpose.

Evaluation is a necessary aspect of any viable teacher education program but is crucial to a national model in teacher training. As stated in the guidelines for teacher training institutes in Adult Basic Education, "The report must include a complete record of content sufficiently detailed to permit the reader to ascertain the significance and validity of its findings and to replicate the findings." Thus, an extensive and workable evaluation system must be designed in order to come to realistic conclusions about the achievements of the program and to offer recommendations for

future replicators.

Organization.

The evaluation format in this report will follow, in modified form, the four strategies recommended by Stufflebeam (1969) for evaluating educational programs: context, input, process and product evaluations.

CONTEXT EVALUATION defines the needs of an environment where change is to occur and the goals and objectives associated with meeting those needs. In this report, context is stated as in the NEED and PURPOSE sections of the original proposal. Those sections indicated the need for teachers specially trained in English as a Second Language in Adult Basic Education and outlined goals for a year's teacher education training program to meet the need. Part I of the present chapter will discuss context evaluation.

INPUT EVALUATION describes and analyzes the human and material resources available and solution strategies and procedural designs for utilizing these resources in terms of time and logistics. In this program, input refers to course designs which were utilized as solution strategies. The courses were organized according to course modules, activities and field experiences. Part II will treat input evaluation.

PROCESS EVALUATION attempts to diagnose and anticipate areas where difficulties are likely to occur during the time of implementation of a program. Information is collected, organized, analyzed and reported periodically to overcome problems which occur. In this program, process was facilitated through the teams and team leaders. Part III will evaluate team structure.

PRODUCT EVALUATION determines the effectiveness of a program after it has run full cycle. It relates outcomes to objectives and to context, input, and process. It measures effectiveness and recommends future courses of action. Part IV will assess the program, utilizing the findings of context, input and process evaluations. Recommendations for future replicators to consider will be included.

CONTEXT EVALUATION.

The context of the program to be evaluated indicated the need for teachers specially trained in English as a Second Language to teach Adult Basic Education students. It also included the objectives or goals of a year's training program by which this need was to be met. These participant goals were:

1. 60 hours of directed teaching in English as a Second Language in adult schools during the summer.
2. California adult credential, to be received as a result of the summer's coursework.
3. Part time employment of 5 to 10 hours/week in area adult schools, made feasible by acquisition of the adult credential, to enable the participants to support themselves during the training year and to apply what they were learning to a real teaching situation (competency-based idea).
4. 60-90 hours of directed teaching in a secondary school.
5. California Standard Secondary Credential, to be received as a result of completion of the program.

The number of people who started the program and the number of people who achieved the goals are listed; the results are shown in Table

Since absolute numbers or percentages have little meaning, the results were related to another federally funded program at USC, Teacher Corps Urban.

It was found that 82% of the participants in the ABE program successfully completed it. In the first cycle of Teacher Corps, 75% completed successfully, whereas 82% finished the second cycle.

TABLE 8

COMPARISON OF GOALS INTENDED AND ACHIEVED: ABE AND TEACHER CORPS

Goals	Number who Started	Number who achieved goals	%
Directed Teaching, Adult	35	34	97
California Adult Credential	35	35	100
Employment	30	28	93
Directed Teaching, Secondary	22	19	86
Cal. Standard Sec. Credential	27	24	91
ABE Program	38 participants 6 team leaders 44	36	82
Teacher Corps Cycle I (1967)	36	27	75
Teacher Corps Cycle II (1969)	44	36	82

The goals of the program have been evaluated in two ways. Objective evaluations treated adult school directed teaching, subsequent employment in adult schools, and secondary school directed teaching.

Thirty-five participants started the adult school directed teaching; thirty-four completed it. One participant withdrew for personal reasons after four weeks (40 hrs).

At the beginning of the program, six of the participants already held the adult teaching credential. Twenty-four earned the credential. Of the thirty who thus held the credential at the end of the summer session, twenty-eight were able to find employment as adult school teachers. At present, nineteen are teaching a total of 242 hours/week.

In February 1971, twenty-two participants began student teaching in the secondary schools. Of the twenty-two, nineteen will have completed it in June 1971. One participant was called into the armed forces, and two others were unable to continue directed teaching after the ten-week period due to pressure of studies and personal commitments. Because some of the participants had already completed student teaching, twenty-four will be qualified for the California secondary credential in June 1971.

The subjective evaluation was based upon two evaluation forms, the supervised teaching rating sheet and the employing principals' questionnaire. The rating sheets were used for both the directed adult teaching and the directed secondary teaching. The principals' questionnaire was distributed in December 1970. Of the twenty-eight sent out, twenty-four were returned. Samples of the forms used appear in the pages following.

A summary of the evaluations is contained in Table 9.

TABLE 9

EVALUATIONS OF PROGRAM PARTICIPANTS

Evaluations	Positive	%	Neutral	%	Negative	%
Supervised teaching: adult schools (N=35)	405	75	138	25	1	0
Principals' Questionnaire (N=23)	303	68	105	24	12	4
Supervised teaching: secondary schools	Not available at this time					

Of a total of 544 responses on the rating sheets, 75% were positive and 25% neutral. The employing principals' questionnaires elicited 420 responses; 68% were positive, 24% neutral, and 4% negative.

An analysis of the rating sheets as illustrated on Table 10 revealed that in the categories of personal qualities, the participants scored high in mental alertness, emotional stability and physical fitness. Professionally, they received high ratings in assuming their share of responsibilities for school activities and accepting constructive criticism. They scored somewhat low in their knowledge of subject matter and skills of ESL. This was doubtless due to the newness of the field for the majority of the participants at the outset of the program.

In the principals' questionnaires, a high percentage of the participants received positive ratings on the degree of rapport established with adult school students and on response to needs and desires of students. They scored lowest in knowledge of the school's neighboring community. However, later, as part of the spring sociology of education class, the participants were required to do a community survey of the areas in which they were teaching. (See chapter on the Community Advisory Committee for a fuller discussion of this problem.)

Although there was a low positive response to an increase in enrollment in the participant teachers' classes, the principals felt that the presence of the trainee teachers counteracted the trend for a drop in enrollment which is normal in adult schools. Table 11 illustrates the principals' over-all responses.

SUPERVISING TEACHER'S RATING FORM

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UNIVERSITY OF SOUTHERN CALIFORNIA
SCHOOL OF EDUCATION—DEPARTMENT OF TEACHER EDUCATION
Los Angeles, California 90007

Rating Sheet for Directed Teaching_____Term, 19____

Name of Student Teacher.....Course no.....Units.....

School.....District.....Supervising Teacher.....

Subject/Grade Taught.....Dates: From.....To.....Univ. Supervisor.....

Periods Present.....Periods Absent.....Periods Tardy.....

Full Periods Taught.....Partial Periods.....Periods of Observation.....

DIRECTIONS: Please indicate by a check in the appropriate line above each question the description which best fits the candidate. Parts of descriptions may be crossed out or additions inserted.

PERSONAL QUALITIES	WEAK	SATISFACTORY	OUTSTANDING	No opportunity to observe
1. How do his appearance, manner, and bearing, impress others?	Deficient in social amenities; appearance unattractive; unimpressive.	Tactful; courteous; makes satisfactory impression.	Enthusiastic and forceful without undue aggressiveness; makes unusually favorable impressions.	( )
2. Is he mentally alert?	Thinks slowly; limited comprehension; shows poor judgment.	Grasps ideas easily; sound judgment.	Exceptionally quick to understand; creative; resourceful.	( )
3. How effective are his voice and speech?	Voice inadequate, unpleasant; extreme regional speech pattern; indistinct; mispronounces.	Adequate, agreeable voice; usually speaks distinctly and pronounces accurately.	Voice superior in quality and expressiveness; speaks distinctly; pronounces accurately.	( )
4. How well does he express himself orally and in writing?	Limited, inappropriate vocabulary; somewhat inarticulate; verbose; disorganized.	Suitable vocabulary; clear; well organized.	Extensive vocabulary; concise; interesting; logical.	( )
5. Is he emotionally poised?	Unduly tense or uncertain in difficult situations; poor self-control; apathetic.	Usually well controlled; responsive; good sense of humor; wholesome pupil-teacher relationships.	Consistently acts decisively and with good judgment; excellent self-control. Appropriate sense of humor; inspires healthy pupil-response.	( )
6. How well does he meet the physical demands of the job?	Often too ill to attend to duties; lacks vitality; physical abnormality handicaps success with pupils.	Health permits regular attendance to duties; appears to have adequate physical stamina for the job.	Vitality, appearance and regular attendance to duties suggest optimum health.	( )
PROFESSIONAL COMPETENCE				
1. How well does he know subject matter and skills of field in which applying?	Inadequate; narrowly specialized; out-of-date.	Well informed in several fields; able to enrich class work.	Exceptionally broad, appropriate knowledge; unusual versatility.	( )
2. How well does he know and use basic skills (reading, spelling, language usage, arithmetic)?	Knowledge and use only fair.	Knowledge and use adequate.	Unusually comprehensive knowledge; highly competent use.	( )
3. How well does he develop discipline and morale?	Uneven control; pupil morale only fair.	Develops pupil self-discipline; pupil morale good.	High degree of pupil self-discipline; pupil morale high.	( )
4. Is he effective as a leader of pupils?	Pupils find him dull, unsympathetic, distant.	Pupils accept his leadership; respond with good work and satisfactory attitudes.	Pupils find him inspiring; respect him as leader and friend.	( )
5. How well does he plan instruction?	Insufficient, inappropriate planning; weak motivation.	Adequate and appropriate planning; satisfactory motivation.	Creative planning; pupils share in planning; strong motivation.	( )

6. How effective are his teaching procedures?	Pupil achievement generally below expectancy; pupils often confused. No attempt to evaluate instruction.	Pupil achievement satisfactory; instruction usually adapted to pupils. Evaluates instruction occasionally	Pupil progress consistently outstanding; effective in adapting instruction to pupils. Evaluates consistently	( )
7. How well does he manage classroom environment and routines?	Insensitive to classroom conditions; undependable with routines and supplies.	Classroom environment healthful, functional; handles routines and supplies systematically.	Creative arrangement of classroom environment to motivate learning; handles routines and supplies efficiently.	( )
8. How well does he assume his share of responsibility for school activities?	Inclined to shirk; gives minimum service.	Accepts assigned responsibilities; dependable.	Accepts leadership; shows initiative; highly dependable.	( )
9. How well does he work with others (members of school staff, parents, community leaders)?	Unresponsive; frequently antagonizes others.	Works harmoniously and cooperatively with others.	Recognized as leader; takes initiative in improving relationships.	( )
10. How does he react to constructive criticism of a professional nature?	Finds it difficult to accept criticism impersonally; defensive.	Accepts criticism well; usually follows through.	Invites criticism; makes discriminating use of it.	( )

COMMENTS: Below give 100 to 200 word description and evaluation for our permanent file and for placement office use. Give details of experience and evidences of success in instruction, guidance, class control, extracurricular activities, etc.

a—O/S

FOR USE OF UNIVERSITY SUPERVISOR OR COORDINATOR

Recommended..... Units Credit..... Not Recommended.....

Please check if: Semester report..... Final Report.....

Date:..... Signed:.....
(University Supervisor or Coordinator)

PRINCIPAL'S RATING FORM, page 1

Name of USC Program Participant: _____

Teaching Assignment: _____

1. How many program teachers do you employ? _____

2. How does this USC program participant compare to your other beginning adult education teachers?

markedly superior	better than average	average	below average	markedly below average
____	____	____	____	____

3. Has the program participant brought new theories of teaching ESL into your school?

many of value	a few of value	nothing new	some of questionable merit	a bunch of crackpot ideas
____	____	____	____	____

4. Has the participant brought new techniques of teaching ESL into your school?

yes, many good ones	yes, some good ones	none in evidence	some, but seem questionable	those in evidence do not seem good
____	____	____	____	____

5. Has the participant brought new practical knowledge of teaching ESL into your school?

yes, to an impressive degree	yes, to some degree	nothing noticeable	no, somewhat impractical	no, totally impractical
____	____	____	____	____

6. Has the participant brought new knowledge of subject matter into your school?

yes, a remarkable amount	yes, a considerable amount	nothing noticeable	no, seems new to the field	no, seems ignorant in the field
____	____	____	____	____

7. Has the participant developed rapport with the students?

yes, very warm atmosphere prevails	yes, apparently on good terms	yes, adequately	not noticeably	no, there is antipathy
____	____	____	____	____

8. How does the participant respond to the needs and desires of the students?

exceptionally well	positively	normally	negatively	very poorly
____	____	____	____	____

9. Is the participant planning lessons and courses of study so that teaching of content and skills is in orderly sequence?

always	usually	sometimes	seldom	never
____	____	____	____	____

10. Do the participant's teaching methods indicate an ability to meet the particular needs of the students?

yes, definitely	yes, in general	usual methods are employed	not particularly	not at all
____	____	____	____	____

USC PROGRAM PARTICIPANT QUESTIONNAIRE

11. **Has the participant gained knowledge of the school's neighboring community?**

___intimate ___considerable ___some ___little ___none

12. **Has the participant developed content appropriate to the school's neighborhood?**

___yes, highly relevant ___yes, usually appropriate ___standard content is used mainly ___negligible attempt at relevance ___no, content is inappropriate

13. **How has enrollment in the participant's classes changed during the school term?**

___increased markedly ___increased slightly ___not changed ___decreased slightly ___decreased greatly

14. **What role has the participant played in the changing enrollment?**

___major cause ___partial cause ___no effect ___tended to counteract ___strongly counteracted

15. **What effect has the presence of the participant had on student morale?**

___highly positive motivation ___generally positive ___no significant positive or negative response ___students seem apathetic ___students seem discouraged

16. **What effect has the presence of the participant had on your other teachers?**

___highly positive reaction ___generally positive ___no significant positive or negative response ___apathetic response ___negative reaction

17. **What overall effect has the presence of the participant had at your school?**

___highly positive ___generally positive ___no significant positive or negative effect ___somewhat negative ___decidedly negative

18. **Has the presence of the participant stimulated critical thinking among your staff in regard to the ESL program?**

___yes, greatly ___yes, some ___not noticeably ___ideas seen as inappropriate ___no

19. **Has the program participant shared his knowledge gained from special program with other members of the faculty?**

___yes, freely ___yes, voluntarily on occasion ___willingly, but only if asked ___reluctantly ___refuses to do so

USC PROGRAM PARTICIPANT QUESTIONNAIRE 3

20. Have the participant's ideas and methodology been adopted by other teachers?

____ yes, with excellent results	____ yes, to some degree	____ not noticeably	____ no, they are resisted	____ no, they have been dropped if earlier in use

Comment:

Date _____ Signature _____

TABLE 10

RATINGS OF PARTICIPANTS IN SUPERVISED TEACHING: August, 1970

Topics of questions asked about participants	Responses (N=34) Pos.	%	Neut.	%	Neg.	%
Personal Qualities						
Appearance, manner, bearing	26	76	8	24	0	0
Mental alertness	29	85	5	15	0	0
Voice effectiveness	21	62	13	38	0	0
Oral and written expression	22	65	12	35	0	0
Emotional stability	30	88	4	12	0	0
Physical fitness	30	88	4	12	0	0
Professional Competence						
Knowledge of subject matter and skills	16	47	18	53	0	0
Knowledge and use of basic skills	24	71	9	26	1	3
Discipline and morale developer	25	74	9	26	0	0
Leader of pupils	25	74	9	26	0	0
Instruction planner	25	74	9	26	0	0
Effectiveness of teaching procedures	22	65	12	35	0	0
Classroom manager	25	74	9	26	0	0
Responsible for school activities	30	88	4	12	0	0
Works well with others	24	71	10	29	0	0
Reacts to constructive criticism	31	91	3	9	0	0

TABLE 11

RATINGS OF PARTICIPANTS BY EMPLOYING PRINCIPALS: December 1970

Topics of questions asked about participants	Responses (N=23) Pos.	%	Neut.	%	Neg.	%
Comparison with other beginning adult teachers	17	74	4	17	1	4
New theories of teaching ESL	19	83	3	13	0	0
New techniques of teaching ESL	19	83	4	17	0	0
New practical knowledge teaching ESL	19	83	4	17	0	0
New knowledge of subject matter	14	61	8	35	0	0
Extent of rapport with students	21	91	2	9	0	0
Response to desires and needs of students	21	91	2	9	0	0
Extent to which lessons, course sequence	19	83	2	9	2	9
Ability to meet needs of students	20	87	1	4	2	9
Knowledge of neighborhood of school	9	39	12	52	0	0
Develop content for neighborhood	15	65	7	30	0	0
Increase enrollment in teacher's class	11	48	5	22	7	30
Role in changing enrollment	17	74	4	17	0	0
Effect on student morale	18	78	5	22	0	0
Effect on other teachers in school	14	61	7	30	0	0
Overall effect of presence	15	65	7	30	0	0
Effect on critical thinking of ESL teachers	11	48	10	43	0	0
Sharing of program knowledge with other teachers	15	65	6	26	0	0
Effect of ideas and methodology on teachers	9	39	12	52	0	0

INPUT EVALUATION

The courses designed as solution strategies comprise input, which is evaluated in this section. The courses were organized in modular form and were implemented by class activities and field experience.

Course instructors evaluated participants and team leaders according to the degree to which they were successful in completing course objectives and requirements. Letter grades in the traditional A,B,C... manner were given in most courses. Participants and team leaders received a total of 145 A's, 47 B's, and one C in the program's courses. The mean grade point average was 3.75 (based on 4 points for an A, 3 points for a B, and 2 points for a C).[1] The number and percentages of the people enrolled in the courses are listed in Table 12, followed by the number of A's, B's, and C's and mean grade point average for each course.

The Methods and Directed Teaching courses were evaluated on a Pass/Fail basis, and all participants received a passing grade. Another form of evaluation used in the directed teaching was the videotaping of participants in their classroom directed teaching. The video-tapings were utilized in self-evaluation by participants with the instructor of the methods course, to determine the degree to which effective interaction between participants and their students were occurring and the extent to which effective teaching techniques were being employed.

Participants evaluated module experiences in terms of their own performances, and in relation to the experience of teaching in an ABE program. While most of these evaluations were carried out informally between course instructors and participants, a few were more formally constructed. The evaluation of the

[1] Grades for the spring semester were not available and are not included in this survey.

TABLE 12

PARTICIPANTS AND TEAM LEADERS ENROLLED IN COURSES
AND GRADES RECEIVED

		COURSE ENROLLMENT				GRADES			GRADE POINT AVERAGES
		Participants		Team Leaders		A	B	C	
SEMESTER	COURSE DESCRIPTION	N	%	N	%	N	N	N	
Summer, 1970	Principles of Adult Education	33	94	6	100	21	18	0	3.54
	Methods of Teaching Reading	33	97	6	100	28	6	0	3.85
	Methods & Directed Teaching, Adult/English as a Second Language	34	97	-	-	Pass			
Fall, 1970	Methods of Teaching English as a Second Language	3[illegible]	100	2	33	27	5	0	3.84
	Use of Instructional Media	24	80	-	-	16	8	0	3.67
	General Linguistics	28	93	6	100	26	7	1	3.74
	Learning, Evaluation & Development	24	80	-	-	21	3	0	3.88
Spring, 1971	Sociology of Education	27	90	2	33				
	Applied Linguistics for Teachers	28	93	6	100				
	Methods & Directed Teaching, Secondary/English	19	63	-	-				
	AVERAGES	28	89			145	47	1	3.75

gerontology module is an example of a formalized rating, which was developed by the program staff and completed by the participants. It was tabulated and referred to the USC Gerontology Center to assist in future planning. A sample questionnaire follows. pp. 116 & 117.

Participants and team leaders evaluated the University coursework input in relation to their personal, academic and professional growth. The evaluative information was secured through a comprehensive rating form about the program which all participants and team leaders were asked to complete near the end of the program year. The questionnaire was constructed by the writers of this section after analysis by their peers and professor in the master's seminar course (Dr. Levitt, the Associate Director), and modification.

The assumption on which the evaluation instrument was based was that the participants and team leaders, who were enrolled or were facilitators in the complete instructional program, would have empirically-based insights into the preparation the courses gave them for their work as ABE teachers in English as a Second Language.

Although the questionnaire was five pages long and people were asked to complete it on their own time, thirty-one of the thirty-five people available, or 90% of them, did complete and return the form. A copy of the rating instrument follows. pp. 118-122.

Participants and team leaders were asked to evaluate course, activity, and field experience modules according to how they felt the completion of each module added to their personal, academic, and professional growth. The ratings were on a five point scale, with 1 and 2 on the scale having positive value and carrying a recommendation of repeating for a second cycle of the program, 3 having neutral value and carrying no recommendation, and 4 and 5

GERONTOLOGY MODULE
EVALUATION QUESTIONNAIRE

For our own purposes relative to program evaluation and for the Gerontology Center staff, please answer the following questionnaire. A few short sentences should suffice in each case.

1. Circle the letter of the lectures you attended.
   a. James Birren, "Psychology of Aging"
   b. Vern Bengtson, "Sociology of Aging"
   c. Ruth Weg, "Physiology of Aging"
   d. Barbara Solomon, "Crises in Aging"

2. List three things you learned at the gerontology lectures that will be helpful to you in your adult school teaching.

   a.

   b.

   c.

3. What was the one most meaningful thing you learned at the gerontology lectures?

4. List additional topics that you would like to have covered in future gerontology lectures.

5. Would you like to field visit a home for the aged to supplement the lecture series? Any other related field activity that would be of interest?

6. Have any attitudes and opinions you have held toward aged people been changed by your attendance at the lectures? Describe.

7. Have any attitudes and opinions you have held about the process of aging changed? Describe.

8. In relation to the total ABE training program, did this seem to be the best time to schedule the gerontology module? If not, when would you schedule it?

9. Your specific observations on the gerontology lectures are requested. If appropriate, compare them. At least, comment on each, according to the order in No. 1.

a.

b.

c.

d.

10. Comment on any aspect of the gerontology module that you feel is important. Was it worthwhile? Relevant?

ABE TEACHER EDUCATION PROJECT
PROGRAM PARTICIPANTS' QUESTIONNAIRE

We are asking your help in evaluating the ABE teacher education program, Cycle I. Your considered opinions will be of great value in measuring the success of the program and in making improvements for Cycle II. Please complete and return to your team leader.

1) How did you learn about the ABE program?

2) Why did you enroll in the ABE program?

3) Please indicate the number of:

USC units you will have completed by the end of this semester	units paid for by the program	units you paid for
_____ units	_____units	_____units

4) Are you pursuing a Master of Science Degree in Education? If yes, how many more units do you need to complete after the end of the semester?

5) Did you hold a California teaching credential before starting the program? If yes, how many California credentials and what type?

6) How many California credentials will you be eligible for at the conclusion of the program?

7) Did you take all the courses offered in the program? If no, what was your reason?

8) Do you hope to complete the requirements for the regular USC TESOL certificate? If yes, when approximately?

9) What is the nature of your commitment to adult education?

10) How many p aid hours/week do you currently teach in adult school?

EVALUATION OF ACTIVITIES. The following are activities which were part of the ABE program. Rate each according to its value to you on a five point scale; 1 - very valuable, would recommend for Cycle II; 2 - valuable, would recommend for Cycle II; 3 - neutral, no recommendation; 4 - not much value, would not recommend; 5 - no value, would strongly disfavor.

	1	2	3	4	5	did not participate
Case studies, TE 405						
Directed teaching, adult						
Directed teaching, secondary						
Instructional technology projects						
Reports on adult journals						
Reports on languages, Ling. 525						
Reports on linguistics journals						
Team activities, reading class						
Team projects, adult ed. class						
Others (specify)						

EVALUATION OF FIELD EXPERIENCES. Rate each of the following field experiences for its value in furthering community understanding, learning about community resources and facilities, or expanding your educational background. Use the 5 point scale described above.

	1	2	3	4	5	did not participate
ABE center (Menlo or other)						
California Rehabilitation Center						
Asian community field trip						
Chicano community field trip						
Reading laboratory						
Regional occupational center						
School community survey						
Skills center						
State service center						
Others (specify)						

EVALUATION OF CONTENT AREAS. Rate each of the following content modules for its value to you in adding to your professional growth. Use the 5 point scale described previously.

	1	2	3	4	5	no opportunity to observe
Behavioral objectives						
Characteristics of adult learners						
Community resources and materials						
Curriculum planning in adult ecucation						
Developmental psychology						
Gerontology						
Language experience approach to reading						
Learning theories						
Linguistics principles						
Techniques for working with functional illiterates						
Tests and measurements						
Vocabulary improvement of students						
Others (specify)						

EVALUATION OF ESL TEACHING TECHNIQUES. Rate each of the following according to its value to you in your ESL teaching. Use the same 5 point scale.

	1	2	3	4	5	no opportunity to observe
Community based curriculum						
Contrastive analysis						
Dialogue construction and usage						
Drill construction and usage						
Intonation and stress patterns						
Role-playing						
Structure of language						
Test construction, evaluative techniques						
Total physical response						
Use of instructional media						
Visual literacy						
Others (specify)						

EVALUATION OF TEAM FUNCTIONS. Rate each of the following functions according to its value to you as implemented through the team structure. Use 5 point scale

121

	very positive 1	2	3	4	very negative 5
As information outlet between administration and participant					
As facilitator for projects related to the academic subjects					
As facilitator for field trips					
For counseling by team leader					
For critiquing by team members of teaching methods					

EVALUATION OF TEAM EXPERIENCE. Rate each of the following in relation to your team experience. Use 5 point scale.

	very positive 1	2	3	4	very negative 5
As framework for encouraging creativity					
As vehicle for experimentation					
For release of tension and frustrations					
For communication with other team members					
For use of particular talents of team members					
For use of particular talents of team leader					
For stressing of goals relevant to the teaching of adults					

How would you evaluate the use of teams in the ABE program? Cite advantages and disadvantages.

In your judgment, what roles have team leaders played?

Would you recommend that teams be used in Cycle II?

Was the ABE program relevant to your needs as an ABE teacher?

Was the program relevant to the needs of your students?

Do you think the program prepared you adequately for your position as an ABE teacher?

To what degree did the instructional program meet individual needs?

___To a very great degree ___To a great degree ___It was okay ___not very much ___definitely not

Rate the degree to which you believe the instructional program was responsive to innovation.

___many new techniques introduced ___several new techniques introduced ___few, if any, new techniques introduced ___no innovation ___resisted innovation

In viewing the overall program, what highlight would you single out as being the most valuable to you?

What recommendations can you give that will improve the program, concerning team structure, field experiences, directed teaching, projects and activities, etc.?

having negative value and carrying a negative vote, against an item's being repeated in a second cycle.

No attempt was made to include the various components under listings of specified courses except in one area. Instead, the groupings were organized under headings of course or content modules, class activities, and field experience. However, components of techniques for teaching English as a second language were grouped together because of the specialized nature of the techniques and because of the focus of the program upon this aspect of ABE.

In tabulating the results, 1 and 2 on the rating scale were grouped and counted together, as were 4 and 5.

Content Modules.

In the evaluation of content modules, participants and team leaders rated all of the modules positively; that is, the positive responses for each of the specified content modules were over 50%. There was a total of 243 positive, 56 neutral, and 34 negative responses. Detailed analysis of the content module evaluations reveals that the content area rated most favorably was the language experience approach to reading, which received an 87% positive vote. A close second was gerontology, with an 86% positive response. Tests and measurements, with a 54% positive response, received the lowest rating in this area.[2] Table 13 shows the participant response

[2]It is worthwhile to speculate a moment here on the reason for the relatively negative evaluation of tests and measurements. The reaction is consistent with the group's and program's orient[illegible] to the humane in education, to the necessary "tolerance for ambigu[illegible]pounded by Mezirow, to the "bad press" of tests and measurements in [illegible]n to their use in pigeon-holing the underprivileged as sub-normal a[illegible]chievers, and to the reaction of teachers in the humanities against t[illegible] of impersonal instrumentation in a teaching-learning situation that is based on close and warm personal relationships. Nevertheless, in terms of percentages, response was still mildly positive.

in rank order of positive responses.

TABLE 13

PARTICIPANT AND TEAM LEADER RESPONSE: EVALUATION OF MODULES

MODULE	PERCENTAGE OF RESPONSES		
	Positive	Neutral	Negative
Language experience approach to reading	87	9	9
Gerontology	86	7	7
Community resources and materials	83	7	10
Characteristics of adult learners	80	13	7
Behavioral objectives	76	7	17
Linguistics principles	73	20	7
Learning theories	71	14	14
Vocabulary improvement of students	70	22	7
Techniques for working with functional illiterates	65	26	11
Curriculum planning in adult education	64	25	11
Developmental psychology	60	32	8
Tests and measurements	54	25	21
AVERAGE PERCENTAGES	73	17	10

ESL Teaching Techniques.

In the evaluation of English as a Second Language teaching techniques, participants and team leaders rated all of the areas positively. There were 275 positive, 34 neutral, and 17 negative responses. Topics rated highest were "drill construction and usage" and the use of "total physical

response" techniques, with 94% and 93% positive responses respectively. All other areas except one were rated positively in 80% of the cases except test construction and usage, which received a 67% positive rating (see Footnote 2).

Table 14 shows participant response in rank order of positive responses.

TABLE 14

PARTICIPANT AND TEAM LEADER RESPONSE: EVALUATION OF TECHNIQUES FOR TEACHING ENGLISH AS A SECOND LANGUAGE

MODULE	PERCENTAGE OF RESPONSES		
	Positive	Neutral	Negative
Drill construction and usage	94	3	3
Total physical response	93	0	7
Structure of language	89	11	0
Visual literacy	89	7	4
Use of instructional media	87	6	6
Dialogue construction and usage	86	10	3
Intonation and stress patterns	84	16	0
Community-based curriculum	80	7	13
Contrastive analysis	80	10	10
Role-playing in ESL	80	20	0
Test construction - evaluative techniques	67	23	10
AVERAGE PERCENTAGES	84	10	6

Activities.

The activities used to implement course modules were rated positively in all areas. However, the summary of the total number and percentage of responses shows a lower figure of positive responses than the other areas.

There were 162 positive, 38 neutral, and 51 negative responses. The activity with the highest number of positive responses was directed teaching in adult classes, in 90% of the cases. Other activities were clustered together, ranging from the team activities for the reading class rating 70% to reports for the linguistics classes receiving a 52% positive response. A departure from the other areas of evaluation is that the percentage of negative responses was higher and the percentage of neutral responses lower in the area of activities than any of the other components evaluated. Evidently participants were agreed that content modules were areas in which they needed expertise, but there was less agreement on how these modules should be implemented. Table 15 shows participant response in this area in rank order of positive responses.

TABLE 15

PARTICIPANT AND TEAM LEADER RESPONSE: EVALUATION OF ACTIVITIES

ACTIVITY	PERCENTAGE OF RESPONSES		
	Positive	Neutral	Negative
Directed teaching, adult	90	10	0
Team activities, reading class	70	7	23
Directed teaching, secondary	69	22	9
Instructional media projects	65	17	17
Team projects, adult education class	61	14	25
Case studies, educational psychology	58	23	19
Reports on adult journals	58	19	23
Reports on linguistics journals	57	14	29
Reports on languages, linguistics class	52	13	35
AVERAGE PERCENTAGES	65	15	20

Field Experience.

In the evaluation of field experiences, the participants and team leaders rated all listed field experiences favorably. There were 171 positive, 31 neutral, and 29 negative responses. Field experiences elicited fewer responses among the participants in this area than any of the others. This was due to a logistics problem. Many participants were employed part-time in the mornings, when many field experiences were scheduled, and did not participate in them.

Trips to adult education centers were rated high, as was a trip to the California Rehabilitation Center, a rehabilitation center for narcotics addicts. Trips to the Asian and Mexican-American communities, although rated positively, did not arouse as much enthusiasm as might have been expected. Table 16 shows participant response to field experience in rank order of positive responses.

TABLE 16

PARTICIPANT AND TEAM LEADER RESPONSE: EVALUATION OF FIELD EXPERIENCES

FIELD EXPERIENCE	PERCENTAGE OF RESPONSES		
	Positive	Neutral	Negative
Skills center	93	4	3
California Rehabilitation Center	90	5	5
ABE center	83	13	4
Regional occupational center	82	9	9
Reading laboratory	73	17	10
School community survey	71	11	18
State service center	62	29	9
Trip to Asian community	57	17	26
Trip to Chicano community	56	18	26
AVERAGE PERCENTAGES	74	13	13

Meeting Individual Needs and Innovating.

In addition to rating the content of the course work, participants and team leaders were asked to rate the instructional program in the degree to which individual needs were met and the degree to which it was innovative. In rating the meeting of individual needs, 40% rated the program positively, 33% were neutral, and 27% of the responses were negative. The results were inconclusive, with no definite trend being set by the pattern of responses.

The degree to which the instructional program was innovative was rated 67% positively, 30% neutrally, and 3% negatively. From the results it can be concluded that the participants did feel that there was a marked degree of innovation in the instructional program.

PROCESS EVALUATION.

Unexpected problems arise during the time of implementation of an educational program. The purpose of process evaluation is to diagnose and anticipate areas where problems are apt to occur.

In this program, process evaluation was an ongoing event. Weekly staff meetings of team leaders with the project administrator (the associate director) were a formalized aspect of the program. In these meetings, events of the week were evaluated and future projects were formulated, discussed, and analyzed for possible problems. The team leaders were equipped with their knowledge of and communication with team members and thus attempted to meet the needs of the participants.

Through discussions at weekly staff meetings, decisions were made which altered the implementation of the program. In these meetings the knowledge gained by the team leaders of the participants in their teams was a valuable decision-making instrument. One change made was the

decision not to program all participants for all courses as originally had been planned. Because of the varying educational backgrounds of the participants, it was decided that those who had already met certain course requirements would not need to retake those courses.

The team concept was an integral basis of process evaluation. Through team meetings and in personal contact with team members, team leaders acquired the feedback necessary to help make judgments about the course of the program. However, because of the fact that many team members worked at night and others worked in the mornings, it was difficult to schedule team meetings without any other conflicting events.

Participants and team leaders were asked to evaluate, in the rating instrument mentioned in Part II, Input Evaluation, their feelings about the team functions and experience. There were 106 positive, 71 neutral, and 12 negative responses. There was a very positive response about the teams as facilitators for field trips. The responses in other areas were also positive, although to a lesser degree. Table 17 summarizes the percentages of responses in rank order of positive responses.

TABLE 17

PARTICIPANT AND TEAM LEADER RESPONSE: EVALUATION OF TEAM FUNCTIONS

FUNCTION	PERCENTAGES OF RESPONSES		
	Positive	Neutral	Negative
As facilitator for field trips	89	7	4
As facilitator for projects related to the academic subjects	72	21	7
For critiquing by team members of teaching methods	71	25	4
As information outlet between administration and participant	70	13	7
For counseling by team leader	66	24	10
AVERAGE PERCENTAGES	74	18	8

In evaluating the experience of being a team member, participants and team leaders did not show as much positiveness in responses. There were 124 positive, 54 neutral, and 32 negative responses. The highest percentage of positive responses was of communication with other team members, which received a 73% response. In stressing of goals relevant to the teaching of adults, 47% showed a positive response, while 37% were neutral, and 16% indicated a negative response. The other responses lay between these two ranges. Table 18 shows the percentages of responses in rank order of positive responses.

TABLE 18

PARTICIPANT AND TEAM LEADER RESPONSE: EVALUATION OF TEAM EXPERIENCE

EXPERIENCE	PERCENTAGE OF RESPONSES		
	Positive	Neutral	Negative
For communication with other team members	73	17	10
For use of particular talents of team members	63	23	14
For use of particular talents of team leader	63	27	10
For release of tension and frustration	60	20	20
As framework for encouraging creativity	57	26	17
As vehicle for experimentation	50	30	20
For stressing of goals relevant to the teaching of adults	47	37	16
AVERAGE PERCENTAGES	59	26	15

When asked if they would recommend that teams be used in a second cycle of the program, 77% voted yes while 13% said no; 3% felt being members of teams should be voluntary, and 7% gave no response to the

question. If those that gave no response at all are not included in the tabulations, the percentage of yes votes rises to 83%.

These results indicate that at least three-fourths of the participants and team leaders believed that the use of the team structure was largely successful and would recommend that teams be used in the implementation of a similar program.

PRODUCT EVALUATION.

At the end of the program year, the question that must be answered is, "How well did the program accomplish its goals?" The product must take into account context, input, and process in coming to conclusions about the success of the program.

Since the general goal was the training of teachers for a specialty in Adult Basic Education, one criterion of measuring the success of the program is the retention of the participants and team leaders in the field. Of the thirty-one questionnaires returned, 25 people, or 81%, indicated that adult education would be their lifetime occupation. Six people, or 19%, were unsure of their future.

These percentages compare favorably with another USC teacher education project, funded under a Ford Foundation grant, in which 82.5% of the teachers surveyed were still retained in the field in a follow-up study seven years later (Forrest, 1966). Although the replies in the questionnaire were projections rather than actual fact, a survey of the responses indicate an enthusiasm for adult teaching. When asked about their commitment to adult education, participants included comments like "All the way," "prefer the freer environment of adult education." "Complete and total

dedication to adult education," "I'm sold!" and "Total! I have no desire for anything but adult school."

People who weren't sure about their commitment indicated a preference for adult education but were discouraged about full-time employment in the field. Comments such as, "I like it and would like to make it a career, but I also want a little job security as well," sums up the feelings of those who indicated that they were not sure about staying in adult education.

Another indicator of the overall success of the program is the number of people who go on for further study in the field. Of the thirty-six participants and team leaders, thirty-four, or 94%, have been accepted into USC's School of Education as Master of Science in Education candidates. The remaining two participants did not apply for admission to master's degree candidacy. Eight of the participants and team leaders will have earned their master's degrees in June 1971. Table 19 summarizes the participants' positions as master's degree candidates.

TABLE 19

PARTICIPANTS AND TEAM LEADERS AS MASTER OF SCIENCE IN EDUCATION CANDIDATES

Number of participants and team leaders, N=34	Semester Units still needed for MS in Ed	Projected date of graduation
9	0	June, 1971
1	1	August, 1971
2	3	August, 1971
14	7	August, 1971
8	7	Varied

In the comprehensive rating form mentioned in Part II, participants and team leaders were asked to indicate whether or not they believed the

program was relevant to their needs as ABE teachers and to the needs of their students. Another question asked was whether they felt the program prepared them adequately for their positions as ABE teachers.

In tabulating the responses, the writers discovered that several people indicated a qualified yes, meaning that they felt that the program specialized in ESL teaching techniques but not other basic subjects. These responses are separated on the following table before being totaled. Any indefinite or "don't know" replies were tabulated in the neutral column.

A total of 84% of the people felt that the program was relevant to their needs as ABE teachers, although 17% felt that this applied only to their ESL positions. In response to the question about whether the program was relevant to the needs of their students, 69% of the participants felt that it was. On whether the program prepared them adequately as ABE teachers, 77% replied yes; however, 13% indicated that this preparation was mainly in the field of ESL. Table 20 summarizes the percentages of responses to each of the three questions.

TABLE 20

PARTICIPANT AND TEAM LEADER RESPONSE: PROGRAM AND ABE TEACHING

QUESTION	PERCENTAGE OF RESPONSES				
	Yes	Yes, in ESL	Total	Neutral	No
Was the program relevant to your needs as an ABE teacher?	67	17	84	6	10
Was the program relevant to the needs of your students?	66	3	69	14	17
Do you think the program prepared you adequately for your position as an ABE teacher?	64	13	77	6	17

In the questionnaire, participants and team leaders were asked what highlight of the program was of most value to them. 26% singled out directed teaching in the adult schools as having the most value. 22% believed the gerontology module to be the highlight, while 13% voted for demonstrations of expert ESL teaching methods as a high point. 10% thought that team work and presentations in the reading methods class was most valuable, and another 10% felt that linguistics training, especially in word and phrase stress patterns was the most valuable component. Other scattered responses included field trips, speakers, observations in adult schools, the methods seminar for secondary directed teaching, and the openness of the program to innovation and new approaches in education.

In summing up all of the responses made by the participants and team leaders, the conclusion must be reached that in their view, the various aspects of the program and the total program did in fact have value for them and prepared them personally, academically and professionally for their vocations in adult basic education.

Recommendations.

In this chapter, recommendations concern only the evaluative component of the program and are meant to facilitate and improve the evaluation process.

1. Evaluation should be built into the program by setting aside a protected time slot as a regularly scheduled part of the program, such as weekly during the summer semester and twice monthly during the fall and spring semesters.

   These meetings may be in teams or include all the participants and team leaders together with the project director and instructional staff. Through such meetings, participants may come to feel that they are participating more in the planning and implementation of various components of the program while these components are in process.

   Formal evaluative instruments may be more valid if participants have time made available to them for completion of such forms, encouraging more participants to complete evaluation instruments.

2. A Community Advisory Committee (q.v.) be consulted to help evaluate the program, participants and staff.

3. An independent outside evaluator be retained who can bring a disinterested professional view to the evaluative process. The evaluator must establish objective criteria to measure the validity of the program.

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CONCLUSION

We assert, in conclusion, that our experience in the USC-ABE program, funded under Section 309 of the Adult Education Act of 1966, supports the position taken in the seminal proposal that a project merits favorable consideration by the United States Office of Education, Division of Adult Programs, if its design places it in the forefront of the movement successfully to meet the needs of adult learners by professionalizing adult teaching. We know that each adult basic education student, whether native American or foreign-born, brings to the teaching-learning situation a learning style indigenous to his personality and his subculture, and--most often--expectations of failure derived from prior experiences and attitudes toward formal education, employment, and welfare. Our experience supports our hypothesis that these students require professionally trained specialist teachers.

We concur, for example, in the findings of the recent Mezirow study (1970), that the adult basic education student requires teachers who have been prepared both cognitively and affectively to meet his needs not only in basic skills, but in coping with the exigencies of accommodating an asynchronous life style to the ways of modern American society.

These insights have been a solid foundation on which to proceed with the mandate that the USC-ABE program be a national model of professional adult basic education specialist teacher training with particular emphasis on the teaching of English as a second language. To that end, modularly constituted University course work, including field experience, community study and action, directed teaching in adult schools (a signal innovation)

and secondary schools, and paid part-time adult basic education teaching experience, utilizing the team structure and in cooperation with school district personnel, all under the direction of University staff, have been combined within a competency-based training design. As the report has shown in detail, the program met its obligation as a national model by being both exemplary and replicable, subject to idiosyncratic modifications.

But, perhaps even more important than its role as a model is the fact that the program was predicated on need, which was amply documented in the original proposal. If any change has occurred with respect to that need, it is that it has increased. One contributing factor is the increased number and visibility of the target population. According to the 1960 census, 179,692 adults within the Greater Los Angeles Area were functionally illiterate, not having progressed beyond a fourth grade achievement equivalency (Twogood, 1969). However, if we accept Harman's suggested definition of literacy as the ability to apply reading and writing skills "in activities meaningful to the learner" (1970), then the figure increases in exponential proportion. But, reverting to the Census Bureau standard, the number still increases appallingly with the yearly in-migration to the area of 3,650 functional illiterates from other sections of the nation. Add to that the large number of foreign-born immigrants who choose Southern California as their place of relocation. As Hutchinson (1966) has shown, Los Angeles County is one of a handful of urban centers where the "new wave" of immigrants, who began to arrive upon enactment of the liberalized Immigration Act of 1965, tend to concentrate.

The increase in the County's general population over the past decade is a matter of record. Governor Ronald Reagan announced on February 3, 1971, that the United States Census Bureau had supplied him with the final 1970

census count for each of California's 58 counties. The population of Los Angeles County now stands at 7,032,075, as compared to the 6,042,431 figure of the 1960 census, an increase of almost one million persons, at the rate of over 15% for the decade just ended. If the number of functionally illiterate persons increased over the same period at the lower rate of 10%, their number would now stand at or above 200,000. Moreover, of the persons designated as functional illiterates in the 1960 census, 26,727, or 8.6%, were non-white and 55,959, or 19.4%, were of the Spanish surname population (Twogood). A similar conservative growth projection over the past decade would place the sum of these two categories at close to 100,000. The reliability of such a projection is supported by the knowledge, cited above, of the influx of such persons; of their comparatively high birth rate; and of the Census Bureau's recent announcement that minority persons now constitute a majority of the population of Los Angeles County (Los Angeles Times, February 13, 1971). (The nature of the growth of Los Angeles County ABE target populations also supports the relevance of the USC-ABE program's emphasis on linguistics in the components in ESD, TESOL, and bilingual education.)

Thus, for comparison's sake, the ABE target population in Los Angeles County alone far exceeds the total population of the state of Alaska; and the metropolitan area population exceeds that of most states. The area is therefore capable of absorbing and in need of many times more than the number of specialists in adult basic education who could have been prepared by the pilot USC-ABE program.

Had the program been located in a sparsely populated college community, excessive geographic concentration of effort would have been central to

funding considerations. Nevertheless, we concur in the Office of Education's proper interest in "whether and to what extent the . . . project can be expected to meet need for teachers of adult education beyond the geographic region" in which the University is located. We believe that our product should be highly attractive to other areas of the state and nation because the program's design possesses the breadth of relevance which has justified its designation as a national model.

A factor bolstering the viability of the USC-ABE program is the recognition and acceptance accorded it by school districts besides the Los Angeles City Schools. We admit readily and with much satisfaction that that giant district's Adult Division's acknowledgement of need, endorsement, support, and cooperation gave us the impetus and working relationship without which the program could not have been implemented. With its vast network of federally funded ABE, MDTA, and WIN programs, adult schools, and skills centers, the Adult Division of the Los Angeles City Schools, has been a prime cooperating party. But other, smaller districts in the county, understandably cautious about committing themselves to an experimental program controlled by the University, became parties to it, in full knowledge that their stability of operation, enrollment, and adult program's status were at stake if the USC-ABE program participants they agreed to take on as teachers proved to be ill-trained or ideologically unsound. It is a fact that many such school districts are wary of "change agents" out of bitter experience with extremists.

The USC-ABE program participants and staff demonstrated to these districts, as well as to the Bureau of Adult Education of the State

Department of Education, that our thrust in innovation has been to improve adult education through specialized professional training of teacher candidates and team leaders and through research--not to undermine an establishment whose fundamental goals we share.

A case in point is the Whittier Union High School District. The fact that Whittier now employs four of our participants as part-time ABE teachers, would gladly fill all its openings with our people if we had more to give, and, with Burbank and Compton, was a cooperating school district, illustrates the outreach that typified the program. To quote Samuel G. Warren, Director of Whittier's Adult and Continuation Division, "If the students in this program are indicative of the total effort, I believe that . . . the program will be of inestimable value to the future leadership in adult education."

Possibly the most impressive evidence of the quality of our product is the reception our participants have received in the school districts employing them, as shown in the letter just quoted. Other letters in our files likewise stand as eloquent testimonials. Still further evidence regarding the participants is to be found in the results of the first survey of employing adult school principals taken in December 1970 (see chapter on Evaluation) wherein the responses indicated that from the point of view of success in the field, the program had been wise in its choice of participants and relevant in preparing them for adult school assignments.

Not evident in the results of the questionnaire is the speed with which the participants have moved into leadership roles in their respective schools and school districts.

Another positive supportive factor is the close cooperation developed

between the Bureau of Adult Education of the State Department of Education and the University. Besides the Bureau's subscription to the program in providing partial funding via a contractual arrangement with the Los Angeles City Schools, the Bureau recently contracted with the University to fund an in-service training course for a group of working full-time ABE teachers, to be conducted by the program's administrator and assisted by staff and selected participants of the USC-ABE program. No such arrangement could even have been contemplated prior to the program's inception; its inclusion is in accord with the objectives of the state ABE program, as described in the California Plan for Adult Basic Education (1967).

Illustrative of the incipient involvement of the University of Southern California in advanced study of adult education is that a group of local adult education administrators, all involved in one way or another with ABE programs, transmitted through the program administrator a request that the School of Education offer a doctoral sequence emphasizing adult education which would attract and serve people like themselves. Through the good offices of Dean Irving R. Melbo of the School of Education, with the cooperation and encouragement of Associate Dean Edward C. Kelly, Higher Education Department Chariman Leslie E. Wilbur, and Educational Administration Department Chairman Dan T. Dawson, we have been able to initiate such a program consistent with the University's high academic standards.

Thus the USC-ABE program has served both directly and indirectly to achieve some of the expressed goals of the Bureau of Adult Programs under Section 309 of the Adult Education Act of 1966: initiation, or expansion, and continuation in a major university of programs for the preparation of

professional personnel for adult education and of research in the field; and design and implementation of an institute for training Adult Basic Education teachers which was innovative, exemplary, and replicable.

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THE TWENTIETH ANNUAL HONORS CONVOCATION

Presented By

THE SCHOOL OF EDUCATION

and

THE EDUCATION ALUMNI ASSOCIATION

UNIVERSITY OF SOUTHERN CALIFORNIA

Town and Gown Foyer—Tuesday, May 11, 1971

7:30 p.m.

ERIC Clearinghouse

AUG 16 1971

on Adult Education

SPECIALIZED PROGRAMS

ADULT BASIC EDUCATION

Presenting:
Leon Levitt

Receiving:

Joan Apodoca
Manuel De Santos
Alexander Leon
Andrea Reyna
Robert Lee Smithton